

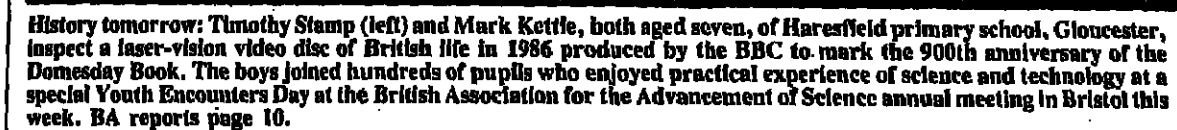
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Liverpool secondary schools face more chaos

BOARD AND
SWORD
CLASSIFIED 32
App
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Special: Friends
page 4



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CLASSIFIED 32

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The gentle art of fudge presentation

The compromise deal on cover (page 3) was struck well after the eleventh hour, in the early light of dawn, and its messy nature reflects the unravelling fatigue both of those who signed and those who kept their pens capped in their pockets.

A fudge was always the most likely outcome. The cover issue has come to be invested with an enormous and probably disproportionate amount of emotion, and seems to have taken on the psychological importance held by lunchtime duties, until that item was taken off the pay and conditions agenda for separate financing. (A useful reminder that sidelining the most intractable issues doesn't solve the real problem; it just makes room for other issues to expand in their place.)

In any event, a symbolic victory for the teacher unions on cover had become vitally necessary if they were to sell the other elements of the Coventry deal to their members. And what their members—even if they belonged to the Professional Association of Teachers—were telling them up and down the country was that one day's cover was enough.

For their part, the local authority employers held a strong hand of bargaining counters, financial constraints and court judgments that said cover was part of a teacher's professional duties, but a marked reluctance to play the ace.

Before the year is out, the local authorities are set to go for a more carefully negotiated deal that could provide for two trigger points: the first stating the number of days that a teacher can be expected to cover for an absent colleague (they may still hope to settle for three but have conceded an important

principle on one); the second being the maximum number of days cover that any teacher could be expected to provide for colleagues in a term before being given time off to compensate.

It is a formula that originated in the CLEA/ist committee and was given another abortive airing by Dr Bill Stubbs, the ILEA education officer. It could be that its time will come at last in December but, like so much of the precarious Coventry package, it will be difficult to put together and the financial consequences could be open-ended. Unless cover arrangements are deftly organized as unpredictable demands emerge, the time-off guarantee could open up more gaps to cover (and some deputy heads may have to earn their differentials the hard way). Even without that factor, teachers can reasonably bargain for guaranteed time for lesson preparation to make up for cover days as part of the overall deal.

Meanwhile, before any of that can be put together, the new term is starting. And the critical question was how many days, or weeks, it could run before the cover cry was raised, classes sent home in the areas where unions or employers are stroppest, and the Coventry deal developed structural flaws.

And so to Monday's meeting. In spite of the small print about ability to pay, which could mean whatever they choose it to mean, the I.e.a.s have conceded as much as they could possibly have been expected to meet this interim deadline.

Have enough of the unions signed to make the deal a starter? It was perhaps logical for the NAS/UWT, which did not sign the main agreement, to hold back from endorsing this cobbled-together consequential exercise, but it is more difficult to detect any real

logic in the stubborn stand of the headteachers' representatives.

It may be, however, that the most essential factor at this stage is to carry the NUT membership, especially in militant areas where the "never cover again" voice has been loudest. The real imperative is that schools should now be seen to be working normally again, and the only test which matters of the cover deal's success is if it has stopped classes being sent home. In particular, whether lessons are once again disrupted before employers and unions can present deal and price tag to Mr Kenneth Baker in a week's time.

At this stage Mr Baker need do nothing at all except hint that the money is there if the terms are right, and wait to see if or when the stickier half of the bargain can be struck. Meanwhile he is demonstrating that in political terms presentational skills mean presenting yourself direct to parents and voters, without worrying about persuading the teachers or educationists in between.

Indeed, it has been instructive over the past few days to compare the presentational techniques of Mr Baker and his Labour Shadow, Mr Giles Radice has just set out his Socialist creed on Equality and Quality in a densely-written Fabian pamphlet. Mr Baker chose the *News of the World* in which to promise to "put schools at the top of the class", and the newspaper gave him a blackboard headline and benevolent photograph in a mortar board which certainly knocked the Fabians for six on marketing. The employers and unions will have to get their act together to prevail against that sort of style.

COMMENT

Grin-and-bear-it time

Ask most maintained schools if they are prepared for the new GCSE and the answer will almost certainly be no. Ask if they are ready for it and the replies might be a bit more positive. As the reports on pages 12 and 13 show there are severe doubts about the time, money, equipment and books available.

The adequacy of staff training is widely challenged and there are complaints that vital details of new assessment procedures (and even some syllabuses) are still proving elusive. Added to these are the question marks that still hang over teacher morale and goodwill, along with lingering misgivings about the whole enterprise.

But this is grin-and-bear-it time, as most schools seem to realize. Progress towards the new GCSE may in the past have been measured in geological time but this is the epoch-making year when the top-down stalagmite of O level begins to fuse with the stalagmite of the CSE—with the national criteria, some might say, petrifying the curriculum for the closing years of the twentieth century. But it is now left to the teacher to translate the hollow structure of criteria and approved syllabuses into the reality of teaching and learning. Teachers—under-resourced, barely trained, overworked and taken for granted—have in very little time to devise new lessons, new materials and, in some cases, completely new approaches to their subject.

We have it on the authority of Mr Doug McAvoy, deputy general secretary of the NUT, that "Teachers are very professional... they will make the best of the present circumstances. No one is pretending, however, they do not have their work cut out to create GCSE courses, along with their new bottom-up, practical approaches to learning."

What they have to take on board, however, is the fact that they are now in the firing line. The new centralized grant funding arrangements for teacher resources, which will be in place for the first time in 1987, will be made by the Local Education Authorities (LEAs).

some time in general terms but it is likely that for most teachers the realization of what they mean for their teaching will only be fully understood when they are translated into living examples of subject coursework.

The phases of training entrusted to the Secondary Examinations Council and the exam boards set out to help in this process. They are widely held, however, to have done little more than offer a glimpse of the final product. Practical examples of how to achieve it have been scarce, by these accounts, though professional teachers, as opposed to mere classroom operatives, would no doubt have gagged on anything over-prescriptive.

For many, however, the prospect of formal coursework assessments is a new and daunting one. Phase two training evidently left many questions unanswered for those who were supposed to be the fount of GCSE expertise in their schools' phase three deliberations.

Clearly there is an important gap here to be filled, not just by the exam boards, some of whom have recognized teachers' lack of experience in assessment, but by local authorities.

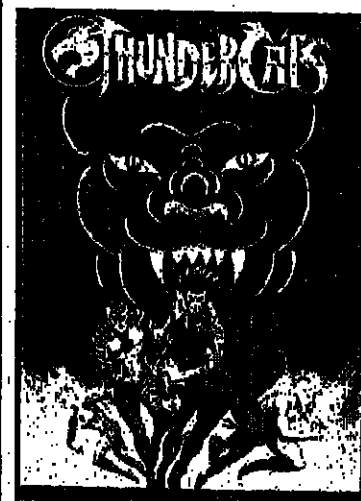
The Government's vision of GCSE being delivered from exam board to school via the SEC did not formally acknowledge the part local authority advisory services and in-service training would need to play. In the event, some authorities have readily volunteered such a role; subject advisers have accompanied or even become the "subject experts" at phase two training, for instance.

There are bound to be teaching troubles with the new courses; let it not be forgotten that dissonance between what teachers teach and examiners expect is not unknown in the present system. But while the exam boards should not think their training and informing role is over, education authorities too must keep a close eye on the day-to-day reality of GCSE teaching if they are to avoid disasters and meet the training needs of teachers.

The new centralized grant funding arrangements for teacher resources, which will be in place for the first time in 1987, will be made by the Local Education Authorities (LEAs).

£15 million for supporting GCSE. But any authority not geared up to monitor and meet such urgent needs from day one of this term is neither prepared nor ready for the GCSE.

Train your cynics young



The purchase by the BBC children's department of *Thundercats*, an American cartoon series which is now accused before the Federal Communications Commission of being little more than an advertisement for toys, raises a few questions about TV promotions.

As Heather Welford said in a recent article (TES, July 18), there are many new BBC and ITV series which have spawned highly successful toys and games. The BBC has an expanding enterprises department, one of whose jobs it is to sell licences to manufacturers to make toys.

"The toys are often on the market ahead of the programmes and, when the TV series starts, it is effectively a home-for-all advertisement for the products," she argues, "though in the case of *Thundercats* it seems unlikely that the BBC will make a penny from the sale of related toys as the series was

made by an American company who will have already sold the rights.

The BBC's developing marketing drive has raised a few eyebrows—representatives from the ITV companies have been heard to wonder aloud whether they would have been permitted to develop their equivalent of the BBC micro, a highly successful product.

With TV licences not, as the BBC sees it, keeping pace with rising costs, the corporation is more and more seeing BBC Enterprises as a necessary money-making activity. Miss Anna Home, head of children's programming, argues that sophisticated animation and cartoon programmes for children would be prohibitively expensive unless the BBC or the production company could offset costs through the sale of toys and is adamant that the only criteria in choosing programmes is quality. The BBC, she says, would recognize a "blatant" advertisement for toys and dismiss it out of hand.

To parents beleaguered with demands for expensive and—as seems likely in the case of *Thundercats*—rather unattractive toys, this may seem at best naive and at worst irresponsible, but it is difficult to see how the BBC could behave otherwise—always provided that it does continue to weigh quality in the balance against ratings and spin-off profits. The alternative is a killjoy refusal to license toys, or a free-for-all, in which case the toys would get sold anyway and without any vetting whatsoever.

As Heather Welford concluded, the answer could be for teachers, as well as parents, to engender a little healthy cynicism in what is a commercial world.

no comment

"Secondary coordinators" stated that as Art and Design has only three advisers they could work most effectively by targeting on large comprehensive and using them to cascade into the primary schools.

Minutes of ILEA committee meeting held to discuss working party reports on Kanisana 87.

Second opinion

Learning to write the organic way

By a mixture of misrepresentation, "praising with faint damns" *The Times* (August 8) gives Dr Joyce Morris evidence of undergraduates' command of linguistic theory a starkly hardy deserves. We await the rest of her case for up-grading linguistic teacher training, but so far it has suspiciously like a red-herring. The danger is that, as the headline only six shows, it will be mistaken for evidence about language skills, which it is not, and brandished by traditionalists to distract us from more important developments.

For instance, the editorial again to equate knowledge of rules with labels with competence and craftsmanship. It assumes that because students are unable to "give the comparative and superlative form" of common adjectives, they must be "painfully insecure in the command and control of the English language".

I suspect the same misapprehension lies behind the familiar call for English to fall in line with the methodological foreign language teaching. It is a notion which ignores the lessons of language development, through which most native speakers have gained more command and control by the age of six than many foreign language students achieve in a lifetime. If we teach young people their language, the language with which they already think, and make sense of their world, we must honour its growth in them as an organic process.

Studies of the language and learning of young children by Gordon Wé (*Learning Through Interaction*, CUNY) and by Barbara Tizard and Maud Hughes (*Young Children Learning*, Fontana), show that the quality of interaction in a reciprocal structured communicative exchanges is the decisive factor in that growth, not instruction, nor analysis, nor judgement, nor correction.

Applying these lessons to the development of writing ability, our task is to help students become aware of the widest possible diversity of purposes for writing and the form appropriate to each; to encourage them to reach real "audiences" for real purposes; to have a vested interest in the response and an incentive for self-criticism. Then they may welcome collaboration, listen to expert advice, learn real writing skills like drafting, re-drafting, editing and proof-reading, and develop a vocabulary for discussing their language.

It is neither the presence nor absence of traditional grammar teaching which has most affected standards, but the dreary filling of exercise books for the sake of the same artificial well-intentioned responses, night after night, week after week.

The SCDC's National Writing Project, mentioned in the editorial, has already shown how wide agreement is on "the limitations of an approach where children are told to write, left to get on with it and offered a judgement once the writing is finished". It aims "to develop and extend... the competence of children and young adults to write for a range of purposes and a variety of audiences, in a manner that enhances their growth as individuals, their powers of self-expression, their skill as communicators and their facility as learners."

Time will tell if all this depends upon facilities, a "sound technical knowledge of the structure of language", but as an instrument of teacher development, not least, leaves Dr Morris's comparatives and superlatives far behind.

Tim Small

Tim Small is head of English at St John of Arc Comprehensive School, Richmond, North London.

NEWS

L.e.a.s optimistic that teachers will 'deliver the goods'

Cover agreement boosts case for Coventry deal

by Barry Hugill

Local authority leaders are confident that this week's interim agreement with the teacher unions on cover for absent colleagues will strengthen their hand when they meet Mr Kenneth Baker, the Education Secretary, next Friday.

The agreement was reached after 14 hours of negotiations. The session began on Monday afternoon and did not end until 4.40am the following morning.

The teachers understood from Mr John Pearson, leader of the management side, that failure to reach agreement would make it difficult for the Minister to convince his cabinet colleagues that the Government should fund July's Coventry deal on pay and conditions.

The willingness of the National Union of Teachers to abide by local agreements on cover, most of which will involve teachers standing in for absent colleagues for up to three, and in many cases, five or more days, will be cited by Mr Pearson to Mr Baker as evidence of the teachers' willingness to honour agreements and "deliver the goods".

The interim agreement was reached after the employers had agreed to use

"their best endeavours" to provide schools with supply teachers "as soon as practicable" after a member of staff's first day of absence.

In return, the unions accepted that where an authority could not afford, or find, adequate supply cover, then teachers in the school concerned should "share equitably" the requirement to maintain cover.

The teachers and the employers agreed that neither principle would override collective agreements in operation. Such agreements operate in about 90 per cent of L.e.a.s.

The two headteacher associations abstained when the union side voted on the agreement and the National Association of Schoolmasters/Union of Women Teachers voted against.

Mr Nigel de Gruchy, deputy general secretary of the NAS/UWT, accused the NUT and its ally the Assistant Masters and Mistresses Association of abandoning the previously agreed position of all the unions of accepting only one day cover.

Mr David Hart, general secretary of the National Association of Head Teachers, and Mr Peter Snape, his opposite number at the Secondary Heads Association, are angry that the

interim agreement does not specifically exclude heads from an obligation to cover.

Mr Hart said that the reference to the budgetary difficulties of L.e.a.s strongly implied that many authorities would not be prepared to provide supply teachers.

Mr Peter Smith, general secretary of AMMA, said: "After Coventry we have the chance to create a new professionalism. To have failed at the first hurdle would have been an act of gross public relations and political folly."

The local authorities are optimistic that the agreement will prevent a recurrence of last term's troubles in schools when refusal to cover by some NUT members meant that children had to be sent home.

Although the NAS/UWT voted against the deal, it is committed to abiding by local agreements.

A Labour Government would honour any salary settlement for Scottish teachers recommended by the Main Committee of Inquiry, Mr Donald Dewar, Labour's shadow minister of state for Scotland, said this week in an exclusive interview with *The TESS*.

Lecturers seek speedy pay settlement

College lecturers are out to make a quick deal on pay and conditions to avoid salaries lagging behind school teachers.

At the moment lecturers earn 36 per cent more than the teachers but the differentials could be overturned unless new agreements are made for college and polytechnic staff before the Government determines next year's rate support grant in late autumn.

The biggest lecturers' union, the National Association of Teachers in Further and Higher Education, is also scared that the Government will replace the present negotiating machinery with a permanent review body and wants a satisfactory deal as soon as possible.

NATFHE has already committed itself to discuss appraisal, structure and flexible working hours, but the

possibility of an expensive teachers' pay and conditions deal based on principles agreed at Coventry, has made NATFHE want to push for an agreement before the Government clamps down on spending.

A series of meetings with management are to be held between now and mid-October when NATFHE hopes a deal can be drawn up before it is put to the membership for endorsement.

'Freefone' line for children

by Gillian Macdonald

A national "freefone" service for children is to be launched next month. Childline will offer youngsters the chance to speak to trained counsellors about problems such as sexual abuse, divorcing parents, bereavement, and playground bullying.

The project, to be run as a registered charity, has Department of Health and Social Security backing. Similar services already exist in the United States, Sweden and Holland.

The Dutch version *Kinderleefbaar*, receives 60,000 calls a year, with children often ringing several times before disclosing what is really bothering them.

The new British service will be launched on *Child Watch*, a special two-hour programme about child abuse going out on the evening of October 30, which will be presented by Esther Rantzen and the *Drugwatch* production team.

The idea of offering children the chance to "talk to someone who cares" grew out of a survey run by the BBC's *That's Life* series in the spring.

Viewers who had been child victims of physical or sexual abuse or neglect were invited to take part. Their response, said producer Sarah Caplin, showed "a great unfulfilled need of children to make contact".

Time will tell if all this depends upon facilities, a "sound technical knowledge of the structure of language", but as an instrument of teacher development, not least, leaves Dr Morris's comparatives and superlatives far behind.

Assisted Places failing to help working class

by Sue Surkes

The Assisted Places Scheme has failed to fulfil its aim of helping poor but academically gifted children to go to independent schools, a study has found.

But it has managed to reinforce the view that maintained schools cannot match those in the private sector for quality, despite good academic provision in many state schools.

A preliminary report, based on a four-year study by researchers at Bristol Polytechnic and Newcastle University, was presented to the annual meetings of the British Educational Research Association in Bristol this week. The full report will be published next year.

Funded by the Economic and Social Research Council, the survey found that the scheme had attracted few able, working-class pupils from inner city areas, drawing its main clients from families with middle-range jobs. Only 9 per cent of the sample had fathers in working-class occupations and most of these were skilled. Although more than 30 per cent of place-holders came from single-parent families, virtually all of these were headed by women from middle-class backgrounds.

The scheme, introduced in 1981 and currently available to less than 1 per cent of pupils entering secondary schools, was set up by Mr Tony Edwards, of Newcastle University, who wrote the report with Mr Geoff Whitty and Mr John Fitz, of Bristol Polytechnic, said: "These inadequacies mean that the scheme is nothing like the national scholarship ladder that it was intended to be."

education, has undoubtedly brought into the independent sector some pupils who would otherwise not have been able to go, the report says. But in some cases, it is subsidizing rather than broadening, parental choice. A significant minority of the 230 place-holders interviewed would have been able to go to independent schools without financial help.

Furthermore, most of them could have gone to academically successful maintained schools. The report highlights the inequality of assisted places provision, both geographically and between the sexes. Although the take-up level was found to be high in independent day schools, especially among boys, it was lower in boarding schools and in a significant number of girls' day schools.

Strike call over racism claim

Teachers at Sudbury infant school in Brent are striking in support of the suspended headteacher Miss Maureen McGoldick who is accused of making racist comments about black teachers.

Miss McGoldick, who denies the allegation, is said by colleagues to be a staunch anti-racist and is backed by parents and governors. Brent is holding an inquiry into the affair.

Meanwhile, Surrey education authorities were hoping to have reached a decision by today on the future of Mrs Barbara May, the head of Woodmansterne first and middle school in Bantock who was suspended by school governors following a row about the introduction of modern teaching methods.



Parting exchange: a youngster hugs his mother before going into Littleton first school, Surrey, at the start of term.

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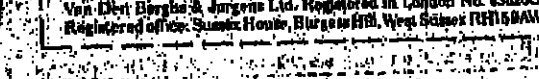
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NEWS

Disabled
'forced to
quit or go
part-time'

by Sue Surkes

Many teachers who become disabled are forced into part-time work or early retirement because local authorities do not help them adapt, new research shows.

A survey carried out by the Association of Disabled Professionals and the Royal Association for Disability and Rehabilitation by Dr Melvyn Kettle, of the University of Leeds rheumatism unit, found that in several cases "a closer scrutiny of the teachers' working environment may have enabled them to carry on teaching."

He said: "Nowhere was reference made to the actual use by an educational establishment or local education authority of the financial help available from the Manpower Services Commission to assist employers to adapt premises to meet the needs of disabled people."

Ignorance, and in some areas discrimination, were evident throughout the educational system and teacher unions were often of little help. Disabled teachers had a crucial role to play in redressing the balance.

Mr Peter Large, chairman of the association, said: "The Government insists that goodwill towards disabled people abounds and that all wrong behaviour will be put right by education and persuasion."

"Unfortunately, the survey illustrates how ineffective much of this goodwill is."

The research, based on the views of 49 disabled and former teachers, found that those who became handicapped during teaching had more problems than those who had been for some time.

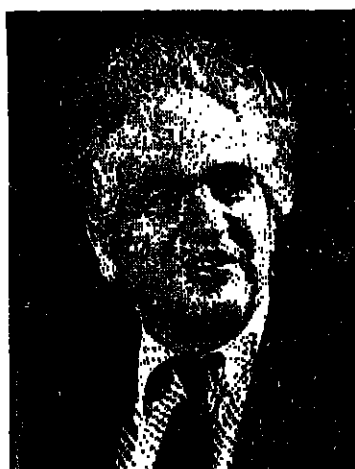
One respondent, who became disabled after entering teaching, found the local authority's attitude to be that it "had a duty, first and foremost, to the children in their care. In this respect, I was counted a liability."

Another, who had become disabled 20 years after entering the profession, said: "One of the most hurtful things is the apparent apathy towards even allowing you to try to see if you can cope... The resettlement officer was useless in helping me to find alternative employment or keep my old job. He only seemed to add to my predicament."

Dr Kettle advocated an educational campaign for those in education, especially the people responsible for hiring and firing. He said that one woman, who had passed the medical examinations required by her local authority and satisfied the head, had allegedly been pronounced unfit to teach French by HM Inspectors because of her facial muscle paralysis.

Access and mobility were the problems most frequently cited in the survey. One woman said she was always the last to reach the assembly point during fire drills and would be too late to look for anyone missing by the time she had taken the register.

The Employment of Disabled Teachers by Dr Melvyn Kettle is available from RADA 2, 25 Mortimer Street, London W1N 8AB. Price £3 plus £1 postage and packing.

Barry Hugill reports on Labour's plans for a new Education Act
**New-look Schools Council
advocated by Radice**

Giles Radice

A revamped Schools Council to oversee curriculum and examination reform is proposed by Mr Giles Radice, Labour's education spokesman, in a Fabian pamphlet published on Monday.

The council would be a major element in Labour's plan to raise educational standards, says Mr Radice. A key role would also be played by the DES-funded Assessment of Performance Unit, which would become the purveyor of good teaching practice.

The first task of a Labour government will be the introduction of a new Education Act, he says. It will require local authorities to end selective education, create more nursery places and extend further and higher education.

The Schools Council, abolished by Sir Keith Joseph in 1982, would be reborn as the Education Council. On it would sit representatives of the teacher unions, parents, industry and "independent education experts."

It would be given a watchdog brief on the curriculum, monitor the development of new systems of pupil assess-

ment, introduce a new exam to replace OCE A level, and stipulate "minimum levels of education provision."

The Education Act would also abolish the Assisted Places Scheme and create an "Education Ombudsman

linked to a network of local advice centres."

Mr Radice's main concern in the run-up to the general election is to portray Labour as the party of educational standards.

Significantly, Labour's long-term policy commitment to phase out public schools is not mentioned by Mr Radice. He does say, however, that the party would end their charitable status and other tax concessions.

Teachers are the key resource for raising standards and it is vital to improve their effectiveness, he says. To this end, Labour will "encourage and reward" good teachers who stay in the classroom. And there will be "appraisal of teachers linked to more in-service training."

Mr Radice gives his backing to the "heads of agreement" deal negotiated between the employers and the teacher unions in Coventry in July.

Equality and Quality: A Socialist Plan for Education, Fabian Tract 514, Fabian Society, 11 Dartmouth Street, London SW1H 9BN. £1.50

Plan to give education a greater share

A plan to force local authorities to spend more on education first proposed by Labour Party leader Mr Neil Kinnock, when he was Shadow Education Secretary, resurfaced at the TUC conference in Brighton this week.

Mr Frances Morrell, Labour leader of LEA, told a Fabian Society fringe meeting that a Labour government should introduce legislation "to bring about national minimum standards in education provision."

Local authorities depended on sub-

sidy from central government and should be required by law to spend enough on education to meet nationally-determined minimum standards.

She said: "If they get the money they should spend it and not just use it to keep the rates down."

In his proposal Mr Kinnock sought to stipulate the minimum that could be spent on books, equipment and teachers. He was criticised at the time by some Labour local authority leaders who thought that the plan would lead to greater central control over education.

Mr Giles Radice, Labour's education spokesman, is a convert to the national minimum standards idea but, wary of the criticism that his leader received, is opposed to legislation. He believes this would involve too drastic an increase in central government powers.

Mr Radice would like to see HM Inspectorate publishing an annual league table of L.e.s. spending which would enable the Secretary of State to "put pressure on recalcitrant authorities to ensure better provision."

**Court papers
to be opened
to parents**

by James Melkie

Parents and legal representatives of children accused of criminal offences will soon have the right to see school reports presented to juvenile courts. Youngsters will also be able to see such reports unless the magistrates decide that they could be harmed by the information or fail to understand what is said.

The changes are likely to take place early next year in a Home Office revision of magistrates' rules.

This right to see and challenge what teachers say about their pupils will probably come into force while education ministers are still considering whether all children or their parents should have access to school or college records.

The Government has promised to start consultations soon, although it has made no commitment either on the timetable or its outcome.

The court changes have been welcomed by the National Association for the Care and Resettlement of Offenders.



Splashing out: A youngster gets to grips with one of the wetter items at a new permanent exhibition of technology at London's Science Museum.

Fall in varsity applications

Applications for university places have fallen by nearly 2 per cent. About 173,000 candidates have applied through the Universities' Central Council. Admissions for courses beginning this October - 3,000 fewer than in 1985.

Last year, nearly 83,000 candidates were accepted through UCCA, including 7,300 through its clearing system. A similar number are expected to be taken onto courses this year.

There is a shortage of applicants with good grades in pure sciences, metallurgy and material sciences. But there are few vacancies in the arts, law, accountancy, business studies, and medical sciences.

Competition is also keen for civil, electrical and mechanical engineering, but candidates with good grades can be confident of finding a place in other engineering disciplines, says UCCA.

Classics, philosophy, and Russian are short of suitable candidates, and there are a few vacancies in English and combined sciences which include English.

IN BRIEF

**City takes on
midday help**

More than 700 lunchtime organisations have been taken on by Manchester City Council to give teachers a midday break. The city says that although the Manchester branch of the National Association of Head Teachers opposed the scheme, other unions have been supportive.

Meanwhile, the lunches are to be made healthier, with more brown rice and wholewheat pasta on the menu.

Action upheld

A Lancashire teacher who held a class in detention for 10 minutes after school has had his action upheld in the Appeal Court.

Parent Mr Lewis Terrington claimed damages from Lancashire County Council, employers of Mr Brian Palmer, upper school head of Warburton high school, Blackpool, for false imprisonment of his son Jonathan, 13, saying he was not among those causing disruption.

Mr Palmer said he had issued the blanket detention in order to establish sound discipline at the start of the school year. The court agreed that this was fair and reasonable.

Exam mix-up

Corrected exam results have been sent to 1,800 pupils wrongly given B grades in a joint O level/CSE chemistry paper.

Because of what the Midlands Examining Group described as "a procedural, rather than a computer error", none of the 12,000 entries was awarded more than a grade C - the lowest pass at O level.

Off with the old

Pupils at Wroxall primary school on the Isle of Wight started the academic year in a brand new £461,000 building, which will take 150 children and replaces an old two-teacher Victorian establishment.

College opens

The largest college of further and higher education in the UK will soon enrolling students next week. Officially opened by the Mayor of Sandwell, Councillor Horace Tromans last Monday, Sandwell College expects to serve 18,000 students on its six sites in its first year.

The college, formed through the amalgamation of Walsley College of Technology and West Bromwich College of Commerce and Technology, will have an academic staff of 550, led by new principal Mr Douglas Keith.

Tokyo bound

Five sixth-form pupils from Cheltenham College, Gloucestershire, are out to Japan today for a three-week tour of high-tech industries. The tour, which will include the Mitsubishi Car Company and the Toshiba Scientific Museum, is being organised by a Tokyo school with which Cheltenham College is twinned.

Joint force

Schools, colleges, and high-tech companies in North Yorkshire are joining forces to bring industrial problems solving into the curriculum for teenagers between 14 and 18. Awards will be made for the best work under the YORTEK scheme.

Language cash

Great Council is to give £28,600 to community groups providing or planning to provide mother tongue teaching in languages ranging from Asian and African to Greek, Arabic and Gaelic.

**National launch
of training pack
to stress perils
of drug-taking**

by Julia Hagedorn

The first training pack aimed specifically at teaching primary children about the dangers of taking drugs is now available to schools nationally.

The material has been tried and tested at 93 primary schools in the Wirral. *Health Education: Drugs and the Primary School Child* has been produced by the Teachers' Advisory Council on Alcohol and Drug Education and the Health Education Council.

It is aimed at 9 to 11-year-olds, setting drug taking in a general health education programme dealing with dangers in the home and outside.

The material was originally produced in the Wirral because of demand by primary school heads for some positive ideas on tackling the drug problem.

As the authority's deputy director of education, Mr Bob Newman, explained: "Primary heads sit in the middle of their communities and know what is going on around them in the housing estates. They do a lot of counselling when parents come in and they are aware of the problem."

Primary school heads were also attending the courses on drug education for secondary teachers that had been set up by the Wirral in the wake of a much publicised drug-taking problem in its secondary schools.

Mr Newman stressed that heads and parents were involved in the primary programme from the beginning. There was an obligatory parents' meeting in every school before the drug education programme was introduced. Parents had welcomed the approach wholeheartedly.

The pack describes the effects of such drugs as heroin, cocaine, canna-

bis and lysergic acid, as well as solvents, and classifies alcohol and nicotine as drugs. The authors stress that misuse of drugs can cause serious harm and that "practically everyone is exposed to the possibility of taking drugs."

The compilers of the course believe that drug education is essential in primary schools since teachers exert an influence on children in the early years.

"If the subject of drugs... is handled in a sensitive and thorough manner, then the school can... hopefully reduce the incidence of drug related problems in the future," they say.

In a section on drugs and the law, teachers are told that it is often in the long-term interests of the child with a drug problem to be identified. They are advised to hand the child over to the police who "are as much a caring agency as they are a prosecuting agency."

It is understood that, in the rare cases where a primary school child has been found to be in possession of a drug - usually cannabis - the police have let them off with a caution.

Teachers using the pack will be in possession of an entirely new vocabulary. In drug jargon, "wake-up" means the first "fix" of the morning; "to chuck" is to eat excessively when suffering withdrawal symptoms; "scratching" is searching for a drug supply; and "to crank up" is to inject a narcotic.

Health Education: Drugs and the Primary School Child, £33.95 from TACADE, Furness House, Trafford Road, Salford M5 2XJ.



Doing a turn: Claire Rees, aged nine, from Farnham Common school, Buckinghamshire, takes a turn at the potter's wheel, helped by Judith Giffard, during the 10th anniversary of Waterbury Art in Action last week. Every year, artists at the Oxfordshire country house exhibit and demonstrate their work in the public, and it is a great favourite with schoolchildren.

PRIMARY

**It's a man's
world
among the
prams...**

Robert Vassell (right) was the only man along with 140 women to qualify as a nursery nurse following a course at Basford College, Nottingham. He is now working at the Garden Street day nursery in the city.

The college's head of department, Mrs Barbara Crosby, would like to recruit more men but finds them reluctant to sign up for National Nursery Examination Board courses.

Four were due to start next week, but two have had their grants refused. Mrs Crosby says that career prospects are excellent for men and is having talks about starting a men-only course.

Basford College has one of the biggest NNEB intakes in the country. One group, now entering the third term of its first year, is made up of bilingual Asian women. The local authority, hopes to create a network of bilingual NNEBs to work in Nottingham's day nurseries and nursery schools.

**Arts in decline, says NUT**

Primary schools are not being given adequate resources to develop the creative arts, according to the latest edition of *Primary Education Review*, published by the National Union of Teachers.

An editorial in the magazine says the Government has no serious intention of giving priority to activities such as music, dance, the visual and plastic

arts, drama, poetry or literature.

"Money and publicity campaigns have all focused on areas seen as 'useful' or 'relevant' like science or technology," it says. "Recent reports have drawn a dismal picture of cut-backs involving reductions in free music tuition and decreasing resources for primary schools to develop their work in art and craft."

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NEWS

Sue Surkes reports from the British Association for the Advancement of Science annual meeting in Bristol

The Bomb and unemployment top list of teenage worries

One in three youngsters worry about nuclear war, according to a survey.

Many of those questioned had become anxious after watching television documentaries and plays on the subject.

But a high proportion had positive ideas about coping with the threat - around a third felt nuclear disarmament would lead to improvements.

The survey, carried out this year by Ms Pam Gillies at the University of Nottingham medical school, showed that fears of unemployment, personal illness and death and poverty also figured prominently in teenagers' minds. AIDS was mentioned by almost a sixth of those involved.

The questionnaire and interview study, carried out in Nottingham schools, followed up a similar survey done in 1984 and used a sample of 108 15 and 16-year-olds.

Ms Gillies found that 62 per cent of those questioned were worried about unemployment and 37 per cent about nuclear war. One in three cited personal illness or death and poverty and 14 per cent exam mentioned exam failure.

When asked about their hopes for the future, 81 per cent of the youngsters mentioned employment, 52 per cent wealth and 38 per cent happy marriages. Only 8 per cent mentioned world peace.

Banning the bomb was the most popular method advocated for coping with nuclear worries, followed by



TV programmes, such as *The Day After*, fuel youngsters' anxieties

resignation and avoidance of the issue. Only 11 per cent of the sample considered themselves with the thought that governments would get together and talk things out - a strategy favoured by girls more than boys.

The study found that all the pupils had seen TV programmes about nuclear war. Of those who said they were very worried, half admitted they became extremely anxious after watching television documentaries and plays about the initial impact and likely aftermath of a nuclear holocaust.

A substantial proportion felt helpless or fatalistic. "Some moron will press the red button and we'll all be blown to smithereens and there's nothing we can do about it," was one response.

Around a third of boys and girls said they concentrated on studying for exams to cope with their fears of unemployment. All the pupils relieved anxiety about exams by studying harder.

Many felt they could do little about existing levels of unemployment but that governments could or would intercede to create more jobs or places on Youth Training Schemes.

Ms Gillies found that concern about unemployment and exam failure affected more girls than boys. This suggested that "girls may feel that low levels of job opportunities for them as opposed to boys prevail in times of high unemployment".

One girl remarked: "There are so few jobs around now and those that there are will go to blokes first - we just have to put up with it."

Ms Gillies proposed schools should continue encouraging academic endeavour while developing life skills to enable youngsters to cope with joblessness. She quoted one 15-year-old boy who said: "I'm so frightened of being on the dole and being useless. It would kill me."

She concluded that more girls than boys reported worries. "Given that girls may have more worries than boys, the finding that, in many parts of the country, more girls than boys in the 15-16 age group are smoking regularly is of interest."

"In the face of many anxieties, young people may be placing themselves at grave risk by using coping strategies such as smoking, which will seriously damage their future health."

Science classes 'fail most pupils'

Britain's schools are the worst in the world at teaching the majority of pupils about science, the president of the Royal Society has claimed.

Sir George Porter, also president of the British Association, added that the good science teachers were a disappearing breed.

He told the conference: "Good as our educational system is, it can be said in one way to be the worst in the world. Although it provides the finest education anywhere for the young man or woman who wants to be an academic scientist, it leaves the majority ignorant of the scientific world where they will live and work."

Sir George said that, as a result, many of the country's leaders and opinion-formers were uneducated in science.

The problem, at best, was early specialization to the exclusion of science and numeracy. But "of all the many crises in education and science which are constantly in our minds today, perhaps the most serious is the disappearing species of the good teacher of physics, mathematics and, to a lesser extent, the other sciences."

Poor science teaching in schools led to fewer scientists and a smaller proportion will be prepared to go back into the schools.

Sir George cited China's cultural revolution which, he said, had produced a lost generation for which education almost ceased. When it was over, there were still "grandfathers" around to teach the children of the generation of lost fathers. "We are already relying on the grandfather to teach science in many schools and they have few grandchildren."



Partnership essential

The uncertain future facing industry makes a partnership with education vital for putting the country on the road to economic success, the chairman of British Gas, Sir Denis Rooke, told the conference.

The education section chairman of the conference and a former chairman of the council for National Academic Awards, he said a broad-based education was essential to meet the challenges the future holds, providing the necessary flexibility.

This must embrace technological awareness.

"To my mind, science and technology are the ideal vehicles for developing many of the attitudes and abilities which we seek for the future of industry and society", he added.

Award scheme

Yet another acronym has been born with the launch of the conference's CREST - awards for Creativity, Science and Technology, which is aimed at three levels of achievement: science, technology or design award to youngsters, aged 11-18. They will be organized by the British Association and the Standing Conference on Schools' Science and Technology.

Hi-tech team

Most engineering schools address technical skills but neglect the interdisciplinary task of designing a complex product with a real edge over competitors. Mr John Coplin, a director of design at Rolls-Royce, at the conference's education section.

High-technology industry placed premium on teamwork and get technical things absolutely right within planned timescale and budget - not ahead of rivals.

Call to bridge cultural gap

Social anthropology courses should be available at GCSE and A level to help pupils study and compare different societies, the conference was told.

Moves to introduce cross-cultural issues into the curriculum had failed, according to Dr Brian Street, lecturer in social anthropology at the University of Sussex.

Teachers seeking help in these courses found simple empirical material both out-dated and with many built-in biases. At the same time they faced "... the pious sentiments of the multicultural-antiracist debate". Neither gave a proper basis for classroom work, he said.

Dr Street said some argued that theories and methods were not appropriate to the classroom and that social anthropology should be left to universities. "What this often means is

that implicit assumptions and theories are simply hidden behind the presentation of unfamiliar material employed at other levels."

Theory and method already had a place in subjects such as geography and history. And teaching social anthropology at secondary level had been done for 20 years via the International Baccalaureate.

Students had proved capable in the subject, and teachers had found somewhere to turn to for materials and concepts concerned with cross-cultural issues, he said.

Mr Richard Thron, head of communications studies in the humanities department of Bristol Polytechnic, continued the anthropological theme by describing a resource pack on the bushmen of the Kalahari that he had designed for final year junior and first

and second year secondary school pupils.

The idea was to equip non-specialist teachers with the material, introduce some anthropological method without too much theory and encourage pupils away from "us-and-them" reactions.

Part of the pack focused on black and involved giving pupils ideas whose identities they were to take. When an introductory tape-slide programme was shown introducing the bushman band, "the pupils' reaction on recognizing in the colour slides, own identity cards and those of their family was to shout out 'Oh that was me'. They were urged not to dwell on 'what might otherwise have been regarded as the relatively end appearance of the people featured in the slides'."



Body talk: Secondary pupils look on in amazement as the mechanics of medical ultra-sound scanning are explained during demonstration of the latest developments in science and technology sponsored by Philips Electronics. Laser technology, new lighting techniques and mobile radio communications were also on show during the special Youth Encounters Day held in Bristol at the start of this year's British Association annual meeting.

Plea to involve girls

Girls offer the most promise for long-term improvement in the supply and quality of British scientists, the conference was told.

But their talent will only be harnessed through positive discrimination in the classroom, said Sir James Hamilton, a former Permanent Under-Secretary at the DES and a director of the Hawker Siddeley group.

Girls' had come a long way in mathematics and the physical sciences over the past decade. But there was still a "pool of unused talent not limited by academic ability but by outdated custom, prejudice and sometimes sheer inertia".

The problems began at primary school, where many teachers who had often studied science as a primary subject often found it "feel alienated" from science and in lack of confidence. There was a crying need for in-service training,

Sir James said. He argued for a broad "science for all" approach. If science education were to meet the national need, it had to interest and absorb those who were able but whose talents inclined them towards the humanities.

Differentiation within rather than between the sciences had to be adopted. Teachers had to persuade those who lacked interest that science could offer intellectual satisfaction - and humanity.

"Most important of all, it is the skilled deployment of the differential approach that holds the secret of pulling more girls into the physical sciences," he said.

"There is no virtue in equality of treatment here. If we want more girls, we shall only get them by discriminating positively in their favour in the classroom."

Urging the 20% option

All pupils should follow science courses that take about 20 per cent of teaching time in years four and five and lead to double award GCSE certificates, Mr Keith Walker, principal professional officer at the Secondary Examinations Council, said.

On the subject of fostering and recognizing achievement in science and technology, he said it might be useful to assess and report separately on science and report separately on technology, problem solving and experimental skills. Attitudes and personal and social skills could be incorporated into records of achievement.

But he stressed the success of new curriculum and assessment procedures depended heavily on the response of those in primary and higher education, training and work.

Nobody, it seems, wants to take on the job of muzzling the FEU - least of all the man it fears most

De Ville shuns FEU takeover

The embryonic National Council for Vocational Qualifications (NCVQ) does not want to take over the Further Education Unit, one of the options expected to be put forward in a Department of Education and Science consultative paper on the unit's future next week.

The proposal is being widely seen in the further education sector as the "nightmare scenario" under which responsibility for steering curriculum development and college practice would pass to a body interested only in vocational courses and training.

But this week Mr Oscar de Ville, who headed the Government review group which recommended setting up the council and becomes its first chairman next month, told *The TES*: "We do not anticipate that we will be taking over the FEU".

Mr de Ville said that the option had not been discussed with him and made

it plain that he was opposed to the idea. He wants the council to be able to set up its own research and development arm. This would be started from scratch rather than making use of an existing body with established methods and patterns of activity.

The discovery that the consultative paper's authors did not explore the proposal with Mr de Ville will inevitably invite suspicions that it has been put forward as a fig-leaf. The sceptics believe that this makes the other options under which the out-spoken FEU would lose its separate identity seem lesser evils.

The mention of the NCVQ has certainly helped reconcile local authorities to the idea that the FEU could be handed over to them through a merger with Combe Lodge, their FE staff college. They are still far from enthusiastic, however, at the prospect of being used to bail the DES out of the



Oscar de Ville: option not discussed

The problem for the authorities is that they could not simply tack the unit on to the staff college, which has a much narrower role - primarily the provision of management training. Owing the staff college involves the authorities in little more than decisions about bricks and mortar and money, exercising responsibility for the FEU means having to make major policy decisions. Many of these are likely to be difficult and controversial, not least because the unit's work often involves criticizing I.C.A.S.

If the threat to give the unit to the NCVQ is no longer taken seriously - the Association of College Principals called it "alarming" - then the bodies responding to the consultative paper are likely to be less tolerant towards the Combe Lodge merger and more emphatic in calling for the unit to be left to function as a separate centrally-funded operation.

Farmers reap benefits from new project training

Farmers are learning how to grow organic food and about conservation generally under a Department of Education and Science funded scheme.

The scheme is part of the DES's drive to make colleges more responsive to industry.

Other projects being funded range from training in the use of low-cost computers on farms to learning how to set up alternative employment in rural areas where there are no longer enough jobs on the land.

Meanwhile, the training board is pushing ahead with applying the latest developments in open learning methods.

It already co-operates with the Open University in a course on dairy herd health. Now it is developing open learning courses for mushroom growers with the help of a £55,000 grant from the Manpower Services Commission.

The Commission has also provided a grant under the Open Tech programme for the board to co-ordinate other agricultural open learning projects throughout the country.

More farmers' wives are expected to attend training courses in business methods. A board survey has revealed that more than half the wives are officially their husband's business partner and more than two-thirds are



Rural rethink: farmers are learning many of the latest agricultural techniques through local collaborative schemes.

responsible for handling the farm's paperwork and accounts.

The board, which in the past has had to face accusations that many farmers were exploiting youngsters placed with them under Government youth training programmes, is pleased that a growing number of its Youth Training Scheme trainees are staying on to train for craft status.

A survey last autumn showed that three-quarters of the YTS completing the then one-year YTS programme were being taken on as full-time employees or going on to full-time college courses.

The board is unique among the statutory training boards in that its activities were until recently almost wholly funded by the Government,

which still bears more than four-fifths of the costs but wants to transfer this burden to farmers.

This week the board's annual report warned: "The withdrawal of public funding, if attempted too quickly, could have a serious effect on training groups in those parts of Britain where our industries are less profitable."

Baker backs PICKUP book

Local chambers of commerce are being urged to persuade employers to invest in adult training by Mr Kenneth Baker, the Education Secretary.

Mr Baker sent a letter to all 84 chambers with a copy of a new guide to employers listing more than 100 sources of finance for firms needing support to pay for training their workers.

The 150-page manual *Paying for Training* was compiled for PICKUP (Professional Commercial and Industrial Updating) by a Glasgow-based research and information organization. The Planning Exchange, and produced by the Manpower Services Commission. The manual is available, free, from Adult Training Promotions Unit, DES, Room 214, Elizabeth House, York Road, London SE1 7PH.

Motor team puts pupils on me road to work

Pupils at a Birmingham School will start a special technology and management science course this term - with help from staff of a world famous motor manufacturer.

Park Hall School and Land Rover have designed the course together as part of the Technical and Vocational Education Initiative to give post-16 students a chance to experience the world of work at first hand.

The link-up was previewed this week at the British Association for the Advancement of Science annual meeting in Bristol.

The pupils, who will be taught and assessed by both teachers and company staff, will study management skills, finance, technology and electronics, languages, workshop practice and safety in industry.

Land Rover have agreed to commit senior management's time and expertise. Staff at director and managerial level have been involved since the start. Mr Terry Hanley, manager of the firm's enhanced technology department said.

"There is a great reluctance among pupils to go into industry. But industry itself is changing rapidly and this course is just beginning in trying to show to both pupils and staff in schools how challenging a career in industry can be."

"The course has taken nearly two years of co-operation between Land Rover and the school to develop training modules. The real test begins when the course starts."

Reform yard line expected

A hard line approach to the reform of vocational qualifications is being predicted from the new 14 strong committee now being assembled to tackle the task.

Invitations to join the new National Council for Vocational Qualifications, under the chairmanship of Mr Oscar de Ville, have just been despatched from Whitehall, and responses are awaited. But it is being forecast that the make up of the committee will cause surprise and consternation in some quarters, not least among examining bodies and professional associations whose qualifications the new council intends to standardize.

The Government wants the new council to put an end to the present confusing array of technical and vocational qualifications by categorizing them in a five-tier framework.

Edited by Mark Jackson



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As the new GCSE examination is introduced Sue Surkes assesses the national state of preparedness while (opposite) other *TES* reporters find out whether individual schools are ready



James Hammond: delays in Phase Three training



Colin Vickerman: north-west schools "more psychologically prepared"



Doug McAvoy: pressing for extra money

Too little and very late

Ask heads or teachers how prepared they are for the new General Certificate of Secondary Education and their replies, nine times out of 10, reveal concern about resources.

As the first 16-plus term grinds into gear, there is still confusion about the amount of money available and whether it will be enough.

"We know where we're going but we don't know how we're going to get there," said the head of a school in Formby, near Liverpool, as he contemplated GCSE days before the term started. "I believe we are as well prepared as anybody. But in terms of resources, we are in the dark."

Even at this late stage it is difficult to gauge exactly what is available because of variation between L.E.A.s, schools and subject areas. But it is widely believed, in the maintained sector at least, that it will not be enough.

The Association of County Councils has worked out that well over £100 million will have to be spent nationally this year to get GCSE off to a proper start.

So far the Government has pledged £10 million for in-service training. An additional £20 million for books and equipment this year - of which £10.5 million is technically "new" - will be doled out to L.E.A.s on the basis of fourth-year pupil and secondary school numbers rather than specific need.

L.E.A.s are adding their own money to expected Government funding. The ILEA hopes to spend £90 per fourth-year secondary pupil on books and equipment. Bexley talks of £85 and Newcastle up to £90 of around £80. But comparisons are hampered by the fact that the capitation element can cover different things in different authorities.

What this means to heads varies too. Mr Ian Macdonald of the comprehensive Sudbury Upper School in Suffolk

was told by his heads of department earlier this year that £32,000 would be needed over two years for GCSE.

Suffolk has now told him he is likely to get nearly £17,000 for this year's fourth year of which, he says, £9,019 is new money. The £17,000 includes one-off payments for the GCSE and capital that must also cover administration and maintenance. "I'm not happy, but I'm optimistic," Mr Macdonald said. "I'm relieved the money has started to come in."

The estimates of Mr Graham Leech,

Mr Michael Marland, head of the North Westminster Community School in London, said his humanities and science departments would be particularly short of books. He added: "The implications of course work and individual research work for school libraries is great. I reckon we're underfunding the school library books and journals by at least a third."

At Bexleyheath School in Kent, Mr Dennis Sale, head of science, said the extra £2,500 allocated to his department had been snapped up by the

grant, the head, Mr Michael St John Parker, said: "We need more staff, rooms and time. We have not had enough time to prepare." But he added: "I'm reasonably optimistic that the funds are forthcoming." On books and equipment, the school did not feel starved.

Teachers have welcomed the new exam as better tuned to the needs of the real world and, in many cases, as an extension of the innovative work that has been going on for some time.

Schools in the north-west, for example, have been involved in the Joint 16-plus for years. Of 930,000 Joint Matriculation Board entries this summer, 500,000 were for joint exams. "In one sense we are half way there," said Mr Colin Vickerman, JMB secretary. "Schools in that situation feel more psychologically prepared."

Traditional, academically-oriented schools - especially in the independent sector - are expected to experience the greatest upheaval in syllabus approach. At Millfield School in Somerset, which has had innovation in some subjects, languages will see a significant change and biology will face a major shake-up, according to Mr Brian Gaskell, the head.

But resources are less of a problem. Millfield has more than 170 teachers for 1,200 pupils and has been teaching 56 O level subjects, not all of which will be continued into GCSE. "On resources and staff, we are quite happy," Mr Gaskell said. "Any equipment heads of department have asked for, we have been able to supply."

While teachers can count on their professionalism and experience, they have less support from solid GCSE training. The cascade sessions have been patchy in both attendance and usefulness.

In some outer London boroughs, heads of department were unable to attend Phase Two of training because

of lack of cover. Mr Graham Terrell of the NAS/UWT said that meant inspectors had to be drafted in to lead Phase Three for subject staff. In some areas, according to Mr James Hammond of the National Confederation of Parent-Teacher Associations, heads were expected to arrange for Phase Three sessions this term because they were unable to do so last term.

Syllabuses were sent out late - the bulk between April and June - making it difficult to order books on time. One Spanish syllabus has not even been approved in draft form. Other syllabuses are having the finishing touches put to their specimen questions.

Subject specific problems still have to be ironed out. Mrs Christine Wilding, secretary of the Joint Council of Language Associations, is still trying to find out how international copyright regulations will affect the reproduction of original materials such as brochures and newspapers.

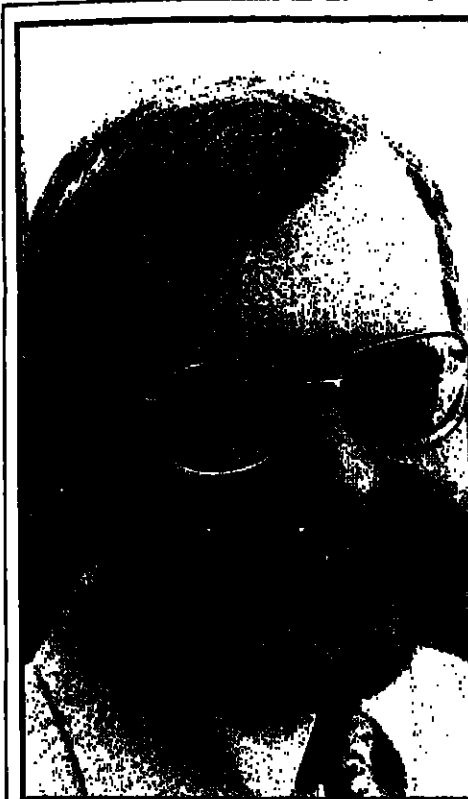
The weeks and months ahead will see a flurry of surveys from representative bodies as progress is assessed. Both the NAHT and SHA have been polling branch secretaries and expect to have some results within weeks.

The NUT is set to continue its meetings with DES officials during the early part of this term in an attempt to agree on cost models for GCSE before discussing next year's rate support grant. Union officials hope to meet Mr Kenneth Baker, the Education Secretary, during the first half of term.

Mr Doug McAvoy, deputy general secretary of the NUT, said his union would be pressing for additional money, training and time to analyse the exam as it developed. But he doubted pupils' chances would be adversely affected in the long term.

"Teachers are very professional in their approach. I believe they will make the best of the present circumstances."

'Experiments in groups are no longer acceptable. That means you need 20 sets of equipment'



Dick Williams

When HM Inspectorate visited Wigan to look at the quality of education in its 160 schools it came away impressed.

In their report (TES, July 19) inspectors noted that its variety of approaches to meeting educational need showed "a sensible pragmatism that has built on local strengths and taken into account local pride."

Some of this pragmatism was evident last week in Hesketh Fletcher C of E High School, one of Wigan's 20 schools for the 11-16s.

Were the 180-plus fourth-formers and their teachers ready for the GCSE?

"We have the courses in place," was the reserved reply of the head, Mr Dick Williams, who added that Hesketh Fletcher was a TVEI school and the authority had been involved with 11-16 curriculum development for some time.

Mr Arthur Benson, head of science and chairman of the staff group set up to monitor the progress of the new exam, was less reserved. "At the moment some people are a little bit

confused. But they are optimistic it will get sorted out. You see, some teachers aren't certain which exam board to choose - because each exam board seems to interpret the national criteria in different ways.

"People should hedge their bets, look at most syllabuses, and for the time being extract the common elements." What could be more pragmatic than that?

Mr Williams said that the variety in forms of assessment was another issue that required careful consideration. Certain subjects were to be examined as often as every eight weeks; others had nothing like such a rigid assessment.

Heads have received a letter from Wigan's director of education, Mr Kevin Hampson, emphasizing that each school was free to choose examination boards without reference to the borough education office.

Schools were also encouraged to receive an interim payment from the authority - Hesketh Fletcher was given £9,250 - before it was known how

much central government would be providing.

Mr Phil Sudworth, modern languages adviser in Wigan, explained: "The interim payment was per capita but it isn't our intention to keep to that. What we say to the schools is, 'We'll provide for needs'."

Indeed, just before Wigan schools broke up they were asked to provide a list of what would be required. "I asked staff to give me a list of their most urgent requirements to start their courses," Mr Williams said. "But the truth is a lot of the resource implications will become more apparent as a course progresses."

"We can see some already, however. The criteria insist that experiments done in groups are no longer acceptable; the pupil has to do it himself. That means you need 20 sets of equipment."

Mr Gordon Unsworth, deputy head, pointed out that syllabuses were requiring changes in several departments. His own subject, history, had become more practical and that meant

it needed more resources. He also thought the introduction of the GCSE had been too rushed but added, with just a touch of chalk-weariness, "But as a practising teacher I have always found the timing of any innovation is wrong."

The rapid approach of the autumn term at Hesketh Fletcher - it began on August 11 - was partly why the authority took the decision to coalesce the in-service training phases 2 and 3. In other authorities heads of department have gone on a course to learn about the new exam and then instructed the members of their department on their return. But in Wigan, schools were closed in the last week in June and all ranks were summoned to various schools, according to their specialism.

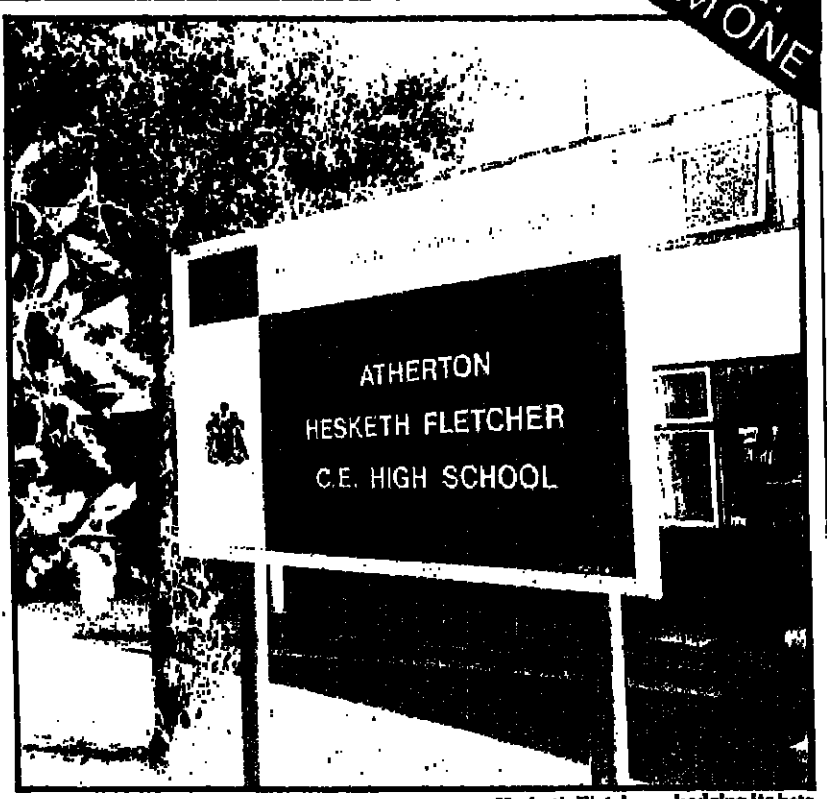
"Up to that time people had not had much time to communicate because of the pay dispute," Mr Williams said. "But once together a lot of the talk was about syllabuses. That's what teachers need - time to talk to colleagues and advisers about the implications of

introducing new methods. There was more to the training than just the Open University booklets."

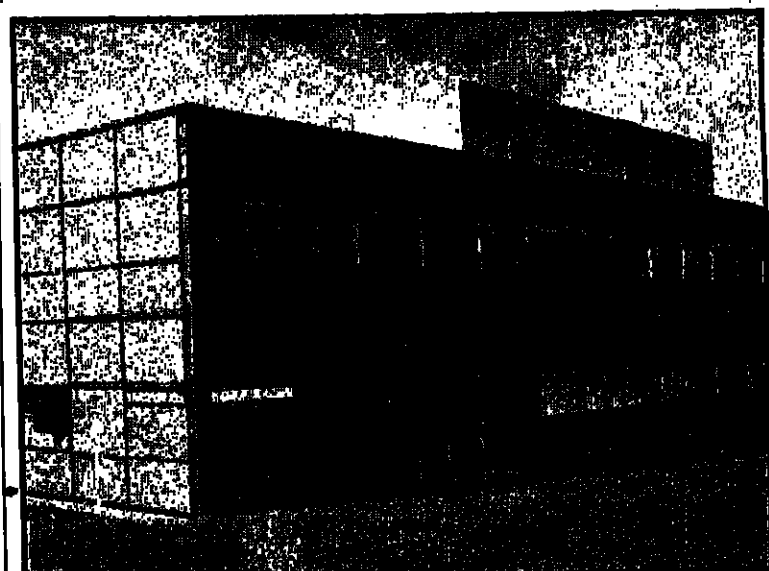
Not all the syllabuses come down from the boards. Mr Andy Marsden, head of modern languages at Hesketh Fletcher, has submitted a mode 3 in French studies to the Northern Examining Association and is waiting for the verdict. Nothing in the regulations of the GCSE exclude a mode 3 course, provided it meets the national criteria. The sticking point for the criteria in French will be the writing," he added.

Though such doubts remain, the inspectors made it clear in their report that they have confidence in Wigan schools' ability to take on the GCSE. "The quality (of education) means that Wigan is generally well placed to respond constructively and effectively to future educational needs, they wrote. Then, with a nudge to the authority, they added "though doing so would involve some increase in its spending on education."

Bert Lodge



Hesketh Fletcher: hedging its bets



Brookvale: likely to fare better than most



Headteacher June Phillips (centre) and staff members (from l to r): Julia Withers, Mike Cadwallader, Howard Clayton and Peter Barnes

Books crisis gets worse



John Davies: worrying

State schools are falling further behind independent in the provision of books with some local authority-run primaries now 66 per cent worse off, according to figures from the Educational Publishers' Council.

"They showed that private boarding schools spent £129.30 per pupil on books and equipment last year, almost three times the average for state secondary schools of £47.10.

State secondaries managed only 36 per cent of the independent's outlay on books in 1984-85, down from 44 per cent the previous year. Average spending in state primaries rose only 70p per pupil to £26.10, compared with £44.60 in independent day schools (an increase of 29.30) and £60 in prep boarding schools (£18.20 up).

57 per cent below the prep boarding school level in 1983-84, the gap widened to 66 per cent last year.

The council's director, Mr John Davies, related the figures to the recent call by Mr Kenneth Baker, the Education Secretary, for schools to extend pupils in their reading.

"If schools are to respond to this call, they must have the necessary books."

The council warned that fee-paying schools would have "a head start" in being introduced to the new GCSE exam, which is being introduced for all fourth-years this term. Despite the extra £20 million the Government had earmarked for GCSE books and equipment this year, Mr Davies added, state school costs would still be about £15 worse off in provision than their private education counterparts.

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Nice idea, shame about the lack of planning ...

Howard Clayton, head of art at Brookvale School, Runcorn, is glad his son is too young to start the new GCSE syllabus. He believes it has been rushed through, leaving teachers uncertain and current fourth-year pupils in the invidious position of being "quintaplegs."

"A lot of teachers are working in the fog and are actually going to be feeling their way for the next couple of years. I am quite sure that some of us are going to make mistakes."

Despite his fears, however, Mr Clayton, like the other heads of department at Brookvale, believes his 1,200-pupil school will fare better than most.

For the past four years it has been running broadly similar syllabuses through the JMB's 16-plus examinations. The schools that will suffer most, he and his colleagues believe, are traditional schools with a strong emphasis on O levels, where teaching is still geared to written examination papers rather than assessment.

The new examination is strongly supported in principle by the Cheshire

school's 62 teachers, not least by the headteacher, Mrs June Phillips. She believes the GCSE will be fairer, and will give more chances in life to the majority of pupils.

"All my staff are prepared to give it a go. Like everything else they kept to the union line when they were advised not to co-operate over the examination. But when that line changed everyone pulled out all the stops to make sure we caught up on the training schedule as much as possible," she said.

Even so, there is concern about the amount of teacher-time needed to cope with the extra assessment work demand-

ed by the exam. Mr Peter Barnes, the deputy head, estimates the new syllabus in his teaching subject, chemistry, will require three times as much assessment time as the old syllabus. "In the past we have been asked to assess children's practical skills in groups of 30. Now we are going to have to reduce the groups to perhaps 10, which then gives us the problem of what to do with the other 20 or so."

The head of English, Mrs Judith Withers, is in charge of a staff of 10. One of her biggest headaches is the huge increase in the number of scripts

to be dictated and marked, having opted for 100 per cent teacher-assessed syllabuses in both language and literature. The workload will be increased further by joint staff and later inter-school standardizing meetings.

"We are talking about a lot of extra hours, but it is so new that it is difficult to work out in detail, and indeed to do so would be a frightening exercise," she said.

Departmental heads at the school seem bewildered by the apparent lack of forethought given to the resource implications of the new examination. The only GCSE money on the table is

the £153,000 set aside by the L.E.A. in its current budget. That amounts to about £11 per pupil, leaving Brookvale with £2,200 to spend on books and equipment - "peanuts" according to Peter Barnes.

Howard Clayton is also concerned about the lack of funding and fears that some teachers "are going to go under" unless more money is provided for extra staff. "More absentees would put pressure on the other staff," he said. "That is particularly worrying because we'll want the GCSE to succeed."

Jeremy Sutcliffe

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OVERSEAS

Staff poised to strike over cuts

BELGIUM

Teachers are threatening to strike over severe cuts in educational finance by the Belgian Government. The protest will coincide with the beginning of the school year.

Last month, the coalition government of Prime Minister Mr Wilfried Martens approved a plan to slash 21 billion Belgian francs (£300 million) off the education budget. The final decision on the complex proposals was made only weeks before the start of the new term. Many headteachers complain that they have not yet received the Government circular which gives details of the cuts.

More than 30 heads of secondary schools in the Brabant region of Belgium turned up in person at the Education Ministry in Brussels last week to demand their copies of the circular. With Mr André Damsseaux, the Education Minister, away on business abroad, the task of distributing the circulars fell to the Minister's private secretary, who regretted the "purely administrative delay".

More than 6,000 teaching jobs in secondary schools are at risk. Central to the government's strategy is the scheme to reduce the gap between the official teacher-pupil ratio and the actual situation in schools by up to 9 per cent over the next year. The latest statistics on the 1986-87 ratios will not be available until October, but then the cuts will begin to bite.

Teachers' unions fear that there will be chaos in the classrooms if reductions in teaching hours, estimated at some 4 per cent, have to be introduced several weeks into term.

The unions are unanimous in their criticism of the government's high-handed approach. One teacher said last week, "Morale is rock bottom. No company director would dare to treat his employees in the way the Minister has treated us."

Representatives of the teaching profession in the French-speaking part of Belgium have warned that strike action is likely in the near future. A series of demonstrations and protest marches is already planned for the month of September.

Roger Tredre



Exam fees to rise

NEW ZEALAND

Exam fees for candidates sitting the New Zealand school certificate this Autumn are to rise from \$7 to \$10 for each subject.

Those taking the exam will also have to pay an extra dollar per subject for the New Zealand goods and services tax. The announcement by Mr Russell Marshall, education minister, has brought complaints from the opposition that the increase is "sheer extortion".

Fees paid to examination supervisors will also rise by 15.5 per cent and those marking papers will get a 27 per cent increase. Mr Marshall explained that the increases in fees were in line with comparable salary increases elsewhere in the labour market.

Anne Jarvis, a London teacher, visits a primary school in Provence

Taking similar paths at the outset . . .

FRANCE

The main difference was the sunshine. The Mistral blew and a fearful seven-year-old complained that the little ones from the nursery were throwing dust and leaves over the fence.

The teacher's voice had the same blend of comfort and quiet common-sense which you can hear in any classroom and playground, defusing explosive situations and calming hysterical complaints.

Perhaps teachers are the same the world over, and 700 miles south is not really so far away. Certainly, the teachers in the Ecole Louis Gauthier, a primary school in a village near Orange in Provence, gave me the sort of welcome which I recognized from the other side of the fence. But, once reassured that I just wanted to spend an afternoon seeing whatever was going on, I was welcomed warmly and passed from class to class, steered by small guides.

Teachers and children showed the same pride in their new equipment and improvements to the building as we do when visitors come to our partly refurbished Victorian building at Northside primary school in Finchley. By chance both our schools are about 100 years old, and both in process of modernization. The ceilings are high, the rooms mostly light and airy, the classrooms bright as far as funds allowed the last coat of paint to go.

Equally, those funds do not go far

enough. Their long cool corridors have crumbling walls and the slightly dank smell of ancient plaster, enlivened for me by the waft of wine - (from the caretaker's cellar or a recent PTA meeting? I didn't ask.) Ours have cracked and flaky ceilings with brownish patches which tell you where to put the plastic buckets next time the rain finds a loose tile or a blocked gully.

Not only were the people and buildings similar to my own working environment but the ethos of the two schools was almost identical and the curriculum and learning materials showed little fundamental difference.

I had expected to find both formality and uniformity - with the Minister of Education able to look at a national timetable and know what each class would be studying at any particular moment. This may apply in the secondary sector, but there is clearly a great deal of flexibility at the primary level.

Although the teachers are appointed and paid by the state, the curriculum and supervision of the school are organized at a regional level, while the buildings are maintained by the municipality (with state aid according to size of school) and books, pencils, and such material are locally provided in the same way as ours, by capitation allowances.

As in England, the parents hold fund-raising fairs for extra equipment. As in England, there is never enough. They have a beautiful new resource



The French connection: curriculum and materials are very alike wherever you go.

room, where the computer resides - a great advantage compared with trundling ours around from class to class, on a time-share basis. But the delightful new history and science books for topic-based learning are thin on the shelves, and books and computer software are both high on the list of priorities for next year.

It was the time for putting in requests for stock and each teacher was debating the most urgent classroom needs. I noticed fewer textbooks and a greater use of commercially-produced worksheets than in England. But the sheets were interesting and informative and clearly enjoyed.

Vivre les Mathématiques looked extraordinarily like our *Notfield* scheme, and Cockcroft would have approved of the concern for practical application and understanding. The shopping sums on the blackboard related to croissants and baguettes, reflecting universal concern with food.

Of course, some differences arise besides the ones dictated by the environment. Although flexibly interpreted, the underlying structure to the class timetables was evident, as was an element of weekly testing to monitor children's progress and educational standards, at a basic level. More repetition, dictation and memorization seemed to be used than in English primary schools.

In fact, the biggest difference between the two schools was the marvelous new nursery unit, the school's pride and joy, recently opened and a major part of the development plan.

The importance given to nursery education is one of the strengths of the French education system. It contrasts, sadly, with our level of national provision and in particular with the scruffy horse hut which houses our nursery unit. Put up in the war, it has been adapted and patched up and is scheduled for replacement in due course.

Bennett gives nod to governors' report

UNITED STATES

Michael Kripe on official backing for a blueprint on higher standards

An ambitious report by America's state governors calling for national standards for testing, year-round use of schools and greater parental choice among state schools has been broadly embraced by the Reagan Administration, the National School Boards Association and the two largest teachers' unions.

Mr William Bennett, the Education Secretary, has urged the state governors to push ahead with the reforms proposed in the report, which he described as "the single, most important event in American education in the last five years".

Ms Nellie Wolf, president of the National School Boards Association, said the governors' report would "light a political fire in education across the country, to which local school board members in every state should hold their governors' feet". The teachers' leaders promised their backing for the reforms.

Saying they are ready to lead "a second wave of education reform", the governors have called for a performance-based education system that would give educators a greater say in how schools are operated in exchange for increased accountability for student learning. They urge aggressive programmes to reach out to pre-school children in poor homes and to help disadvantaged students actually learn while in college.

The governors promised to use the report as a benchmark to measure the progress of educational reform in their own states. There has been no estimate of the cost of the proposed measures, which include making better use of computers, video cassettes and other technology

al aids, increasing teachers' salaries and rehabilitating run-down educational facilities. However, Mr Lamar Alexander, chairman of the Governors' Association, and Republican governor of Tennessee, said he was confident states would be able to continue to increase spending on education as they had over the past three years. This he maintained, was because they had found that raising new funds for schools was easier than raising funds for anything else.

One of the major recommendations in the governors' report is that state authorities should give teachers greater freedom in running schools and designing curricula in return for teachers accepting greater accountability for educational results. Another is the endorsement of the creation of a national board of professional teacher standards, a proposal advanced earlier

this year by the Carnegie Forum on Education and the Economy. Teacher training, says the governors' report, should be drastically overhauled.

On the subject of meeting achievement standards, the report says that "system-wide failure" by local school districts should result in states taking over schools until the situation is remedied.

The report urges year-round school schedules and broader community use of school facilities. "It makes no sense," it says, "to keep closed half a year the school buildings in which America has invested a quarter-trillion dollars."

On the subject of parental choice, the report says that experiments in a few states and districts in which parents had been permitted to select the school their child attended had shown that "students achieve more, parents

End of road for bussing

After 15 years in which pupils have been bused across town to achieve a racial balance in schools, the city of Norfolk, Virginia, has returned this term, to a neighbourhood attendance system.

Black community leaders have called the change a return to racial segregation because it makes 10 of the city's 35 neighbourhood schools virtually all black. Proponents of the change argue that ending bussing will help stop white flight, the city for surrounding communities and will increase parental involvement in school affairs. Before bussing began in 1971, 60 per cent of the children at Norfolk schools were white, while today 60 per cent are black.

Some white parents who were sending their children to private schools rather than have them bused 15 miles across town are now expected to return to the state school system while some black parents have threatened to stage a boycott. "Most of the whites can afford to send their kids to private

schools," said one, "but we can't afford to do that."

The action of the Norfolk schools board has broad implications. Civil rights activists fear that Norfolk may be the forerunner in the abandonment of bussing throughout America. The US Justice Department is on record as saying that the Norfolk action could be followed by "many, many other school districts around the country".

Since 1971, when it was first introduced, the bussing programme has been generally effective in bringing a measure of racial balance to American schools. It is this success that has prompted the Norfolk authorities to abandon it. The time is right, they argue, for children to return to their neighbourhood schools, at least at elementary level.

Norfolk's action has won court approval, but an appeal filed by black parents and pupils is still pending before the US Supreme Court.

are more satisfied and educators feel more like professionals who have been selected by their clients". The extension of such choice to more schools would "unlock the values of competition in the educational marketplace".

The governors' report is a political response to the pressures coming from both the business community and the education establishment for fundamental changes in the American school system. Behind it lies widespread concern that America might be falling behind foreign competitors in educational performance.

Governor Alexander commented: "What we see when we go abroad are children who learn more languages and go to school more days than our children. US eighth-graders' (13-year-olds) math skills rank ninth among 12 major industrial countries of the world. What this means to us is that while competition overseas is getting stiffer, getting results at home is getting harder - and more urgent - because children from low-income, single parent and minority families are more likely to be poor, more likely to drop out of school and, therefore less likely to develop the strong skills needed to find and keep a good job."

Mr Albert Shanker, president of the American Federation of Teachers, said the one question mark in a report "98 per cent of which I can embrace" was over parental choice of schools.

Ms Mary Futrell, president of the National Education Association, has similar reservations, saying she sees "real danger in the idea".

Both Ms Futrell and Mr Shanker said it might hurt inner-city schools if bright pupils were allowed to move to suburban schools and might set a precedent for state subsidy for private schools.

OVERSEAS

China has more than 180 million schoolchildren among its population of more than one billion. In all, 320 million people are estimated to be illiterate or semi-literate.

Such figures show the scale of China's task as it sets out to transform its education system to help turn the country into a modern industrialized state.

The aim, announced by the Communist Party central committee in May last year, is to quadruple total industrial and agricultural output by the year 2000 and to approach the living standards of the West by the year 2040.

Rapid development of science and technology is crucial to the country's modernization. So priority is being given to boosting skills in these areas along with the basic need to establish nine years of compulsory schooling for all.

Expanding all sectors of the education system simultaneously has clearly stretched resources beyond their limits. But the State Education Commission, set up last year with increased powers to see through the reforms, is confident that at least primary (6 to 11) and junior-middle (11 to 14) schooling will be universal by 1995 in most regions.

There has only been limited progress in education since the Republic was formed in 1949. Until now, the system at every level has had an irrational structure and been incapable of meeting even local social and manpower needs.

A lot of the trouble is down to political upheavals, radical policy changes and the low status accorded to teachers and education generally before 1978.

Despite a recent 72 per cent increase in state funding and a rapid expansion of teacher training, there are still not enough schools and trained teachers to meet even basic educational needs in many areas. State surveys estimate that at least 30 per cent of China's primary teachers are well below required standards. The country needs to find around two million trained teachers in the next five years - one million at primary, 750,000 at junior-middle and 300,000 at senior-middle school level.

China is embarrassed by the backwardness of its elementary schooling, which it sees as the first hallmark of a modern democratic civilization. Party and government are determined that all developed and semi-developed areas of the country (with 25 per cent and 50 per cent of the population respectively) will have nine years of compulsory schooling by 1995.

At present, 95 per cent of children in those regions receive some primary schooling, about two-thirds of those go on to middle school and less than half of those progress any further.

The introduction of nine years of compulsory schooling is expected to take much longer for the remaining 25 per cent of the population who live in rural and ethnic minority regions,



Elementary upheaval: China is embarrassed by the backwardness of its primary schooling and is looking to train one million teachers in the next five years

Geoffrey Parkin looks at problems facing China in striving for tomorrow's technology - hampered by the education system of yesterday

The long march to literacy

although they will continue to receive special assistance.

Knowing that state funding will continue to be inadequate, the authorities have adopted the motto "where there is a will, there is a way". The State Education Commission does not mind where or how funds are generated, or who gets involved, provided the law is complied with. Hence the proliferation of school-run factories, farms and joint school/enterprise ven-

tures. Individuals, collectives and private and state industries are to be given financial incentives to set up their own schools.

Technical and vocational education at school level remains the weakest link. Some improvement has been made since 1979, and China now has more than 14,000 technical and vocational middle schools with more than four million students. But under 10 per cent of secondary students receive

systematic technical and vocational education - only about 50 per cent of the country's technical manpower requirements.

Last month, at a national conference on technical and vocational education, presided over by Li Peng, deputy prime minister and head of the education commission, there were complaints that both basic and technical and vocational education had been badly neglected.

The autonomy granted to local authorities by the May 1985 reform prompted most provinces to give most funding to senior middle schools and institutions of higher learning, conference speakers said. There was still a marked tendency to "look down" on technical and vocational education and such programmes had made little progress.

Instead of gaining technical and vocational skills, the vast majority of students competed with millions of others for university places. Only several hundred thousand places exist. Having completed their schooling, millions found themselves on the labour market with no technical or vocational skills. This was a vast waste of human potential, they said.

The new policy of "training first, employment second" will mean that work units and firms will only be able to employ graduates from technical and vocational schools. No employment in technical fields will be permitted for those without recognized technical qualifications.

A dual system of "regular" and technical and vocational schools is being introduced, starting at middle school level. A number of "regular" middle schools will be transformed into technical schools over the next five years so that by 1990 enrolment in the two sectors is equal.

Students from the "regular" schools will generally progress to college and university education, while those from technical schools will go on to further vocational training or directly into employment.

In practice, technical schools will be geared directly to the needs of local industry and agriculture. But it is hoped that training will be sufficiently broad-based and combined with enough general education to give students a wide choice of training and employment.

In the face of severe difficulties, Chinese education has entered a period of ambitious reform. But, as most Chinese admit, the current phase is expansion; quality must come later.



China syndrome: the new policy of "training first, employment second" will force firms and work units to employ only graduates from technical and vocational schools.



Elite club

Sir - I read with interest "Passport from Pimlico" (TES, August 8). Between 1981-83 I was principal deputy and then acting head at Pimlico School. I was in the privileged position of observing the special music course at first hand, exactly 10 years after its inception, and as a relative outsider.

I disagree with Kathleen Mitchell. Certainly to have been on the specialist course at Pimlico will have stood the talented musicians who passed through the school during those years in excellent stead.

But for the bulk of the school, the special music course was an irrelevance. More significantly, however, for the creative art faculty (which incorporated main school music), it seemed to represent a disincentive for achievement among ordinary pupils. Most schools work hard to develop the creative and performing arts, not only to satisfy educational aims but also because this area of the curriculum provides a ready opportunity for demonstrating the school's excellence to its public. It was as if the special music course made this unnecessary at Pimlico, providing, as it were, a sufficiently well-stocked shop window.

Main school music did not flourish as one would have expected in an inner city school the size of Pimlico. When I was put in the position of appointing the head of creative arts it took an unusually long time. Many good candidates expressed severe misgivings about the health of main school music.

Their letters mention "experience", "successful classroom teaching", "arduous responsibilities", "membership of school management teams", as though they were the only teachers who had these attributes, or endured these responsibilities.

Where is the discussion about the overall effect of these proposals on schools? Where is the wide-ranging, skilled, sympathetic, and experienced judgement about whether these salary proposals will improve the quality of the education offered to the students in their care?

This is what really matters - and with what do these, apparently the most able, conscientious and experienced of their generation, have the effrontery to fill your pages? Carping, small-minded special pleading about their own differential!

I maintain that schools in recent years have suffered far too much of this self-interested "management", whose main concern seems to be its own well-being.

The negotiators seem to believe, quite rightly in my opinion, that the time has come to make it clear that what needs to be encouraged in schools is teaching.

Management is a peripheral activity, which needs to be kept strictly in its place. A head and one or two deputies really should be able to carry out all the "management" necessary in most schools, freeing the rest of us for the really important work of educating our students.

M W GREEN
42 Davenport Avenue
Withington
Manchester

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Special music classes: travesty of the equal value principle

others were surprised to see no links between main school music and the special music course.

I believe Mrs Mitchell's aim for the course: "to encourage, by example, other young people in the school to enjoy music making and to foster their creative talents in and out of the classroom," was not achieved. Far from it, in fact, and I am not surprised. I find it distasteful that the article tries to present the Pimlico arrangement as the apotheosis of good comprehensive practice. It is quite the opposite. Not only did the special music course allow the school by selection and by reputation - sometimes unjustified - among parents of non-specialist musicians, to cream off ILEA's school population at 11, but it also represented, operating as it did, as one of an otherwise homogenous group of faculties, a travesty of the

PETER DAVIS
The Old School House
Turville
Henley-on-Thames
Oxon

Colin Ward writes: The trouble about music is that it takes a lot of work to be really good. That's why there are

private schools like the Purcell or the Menuhin, just as there are ballet schools or all those Russian schools for gymnasts and circus performers.

The Pimlico course had the modest aim of producing all-round musicians, not Olympic frends, and I rejoice that when Mrs Mitchell asked adult pupils what they thought about their schooling (how often does that happen?), most felt that they had had a better education in a special music course within a comprehensive school.

Politically - since both Mr Davis and Mr Trafford (TES, August 22) are writing about politics, not about the time-table problem of squeezing enough music into a school day - I would use the Pimlico experience as an argument for the flexibility of comprehensive education against the armies of opponents with their talk of a dreary level of mediocrity.

But Mr Davis has a shrewd point in considering main school music. Must the best always inhibit the good? I think his argument is true of the days when I first knew Pimlico in 1972. But by the late 1970s, as Mrs Mitchell points out, there were over 450 main school pupils learning an instrument - an extraordinarily high proportion.

Maybe the figure was lower in Mr Davis's day, and that's a reminder, as were the replies to Mrs Mitchell's questionnaire, that any course, special or not, ideologically sound or not, is only as good as the people who, day after day, have the job of running it.

College of the Air

Sir - I was interested to read the article on the proposed College of the Air (TES, August 1), until I came across the line "The Government... had not tried to set up any national system for its delivery". What, I wondered, have we been doing for the past two years? We are an Open Tech Delivery Project in Rochdale, one of 23 which together cover most of the country. It is not a centrally controlled organization, but it is a national network.

Within delivery projects, there is enormous expertise in running Open Learning courses and in providing the support students need. We also have very good knowledge of local training needs both within industry and the community.

This expertise will be necessary to enable Open Learning to become firmly "embedded" in the educational and training system. Without it the College of the Air will simply be a way of filling air time. For its success, Open Learning needs more than just teaching materials, no matter how excellent. It also needs support, as the Open University has clearly demonstrated.

I only hope that if the College of the Air gets off the ground, the skills and knowledge already in the Open Tech Delivery projects are not wasted.

RUTH SHARRATT
Open Learning Co-ordinator
Rochdale Open Tech
State Mill Centre
Woodhouse Street East, Rochdale

Principal losers

Sir - Your leader (TES, August 1) correctly asserts that the Coventry agreement represents a particularly bad deal for Senior Teachers. From the recent correspondence on your letters page it is clear that many Senior Teachers are perplexed and annoyed at their treatment. The silence from the Coventry agreement signatories on this point needs to be rectified through your pages. Six points deserve specific answers.

□ Why have Senior Teachers been awarded an increase which is far less than that for those on lower or higher scales?

□ How is the differential of £4,750 between the highest paid deputies and Principal Teachers justified?

□ Such a large differential, of itself, suggests the need for an intermediate tier of responsibility for the efficient management of large schools. Why, as Gary Chambers suggested (TES, August 15), was an additional responsibility allowance of £3,000 not incorporated into the agreement to meet the needs of large schools?

□ In many medium-sized secondary schools Senior Teachers and deputies work alongside each other and frequently have almost comparable roles and salary levels. Why didn't the Coventry agreement recognize this?

□ Senior Teachers have taken on substantial additional responsibilities over and above that carried at Scale 4 level. What steps are proposed to reward them? Those advocating the concept of collegiality must outline how and when they are going to accept their share of the workload currently carried by Senior Teachers. The absence of formal proposals suggests that Senior Teachers to continue with their present workload for free; this is not acceptable.

□ Finally, particular attention needs to be given to those teachers who have earned promotion across the country from Scale 4 to Senior Teacher only to find that they will remain on the same scale. What recompense do the signatories recommend for this group of teachers?

In the absence of a proper explanation we can only hope and assume that the Secretary of State will reject the agreement and substitute one which recognizes the need to encourage and reward drive, commitment, good management and successful teaching.

JOHN DUXBURY
Head of science and technology
ELLEN GORDON
Head of sixth form
JOHN WILLIAMS
Examinations officer
Vandyke upper school
and community college
Vandyke Road
Leighton Buzzard
Bedfordshire

Why will teachers wish to move to new schools? How will they be able to afford it? Small numbers of them may secure a Principal Teacher allowance of £750, or even £2,000, but these numbers are diminishing as rolls fall.

D C ATTON
2 Hilliers
Dolton
Wipkeigh, Devon

Coventry deal contains more pluses than minuses

Sir - Since my name and that of the National Association of Head Teachers appear to have been mentioned in a number of letters in the TES over the past two weeks, as well as in your editorial of August 22, I would like the opportunity to respond to some of the points raised.

1 In his letter of August 15, Mr Thatcher, the head of Potters Green School, Coventry, raises two issues. First, he complains that his increase will be phased over nearly three years. I have to tell him that if the other teachers' organizations had had their way heads and deputies' increases would have been phased over a period comparable with that of the Main Grade teachers, the bulk of whom will reach their maxima over a period of some 12 years. The NAHT resisted this attempt on the part of the other teachers' organizations.

Second, he alleges that the agreement makes a mockery of my statements on differentials. I have to tell him that if you take the 25 examples of differentials submitted by the NAHT to ACAS you will find that all, bar three, have been improved and that in a number of those cases the improvement is significant.

2 In his letter of August 22, Peter Snape, general secretary of the Secondary Heads Association, seeks to distance his organization from the NAHT over the Coventry agreement. In doing so he misinterprets my letter to the TES of August 8, in which I make it quite clear that I likewise have reservations.

As to the other points in your editorial, I must reject the implication that it was a question of "an agreement at any price" and must categorically deny your assertion that the signatories were in some way guilty of lack of moral courage. I took the view that we had negotiated a deal, worth £2.9 billion plus conditions of service elements and that was as far as we could go. The benefits in all their aspects (both salaries and conditions of service) significantly outweighed any disadvantages for most of our members and I would have been putting a great deal at risk if I had refused to sign.

With reference to your invitation to Mr Baker to step in and look after the interests of Senior Teachers, I have to say that if the Senior Teachers and the Scale 4 teachers in receipt of the higher of the two Principal Teacher allowances do have their case for more generous treatment recognized, then there will have to be a consequential increase for heads and deputies because one of the basic reasons why the NAHT signed the Coventry agreement was the widening of differentials and such a widening will be threatened by any such move which does not have the compensatory effect on heads and deputies' salaries.

Finally, nobody should assume that the NAHT will automatically ratify any detailed agreement that might emerge from the negotiations of the next few months. Just because they signed the Heads of Agreement, for instance, the NAHT would find it very difficult, if not impossible, to ratify a detailed agreement which contained new negotiating machinery in which the overwhelming need for the salaries and conditions of service of heads and deputies to be negotiated separately was not recognized.

DAVID HART
General Secretary
NAHT
6 Paddockhall Road
Haywards Heath
West Sussex

Better to stay put
Sir - A head of department on the Main Professional Grade retires; there is no one suitable on the staff to replace him - and the school needs the stimulus of an outside appointment to bring new ideas. An advert is placed in the TES, but few apply. Why? I suggest because all suitable applicants are on the MPO and will receive their increments in their present post, hence there is no financial incentive to move.

Why will teachers wish to move to new schools? How will they be able to afford it? Small numbers of them may secure a Principal Teacher allowance of £750, or even £2,000, but these numbers are diminishing as rolls fall.

D C ATTON
2 Hilliers
Dolton
Wipkeigh, Devon

Righting wrongs

Sir - Your summer diarist, Bert Lodge (TES, August 15) evidently dislikes the long overdue decision to ban corporal punishment in state schools - a ban which should, logically, be extended to the independent schools, which (especially the Catholic ones) are in at least as much need of reform in this respect. However, he doesn't tell us why he disapproves but, instead, treats us to a cheap journalistic display of a kind more suited to one of the tabloids than the TES.

The sponsors of the STOPP (referred to as a "bunch" by Mr Lodge) are described as "one prof, two lords (one a millionaire), one knight and a self-unfrocked vicar". As if this characterization in some way impugned their sponsorship credentials. Perhaps the trouble is that they are not school-teachers, a drawback they share with those "scores of Labour councillors" who are keen to impose on others a burden which they don't have to carry themselves. The fact is, of course, that if something is wrong it is one's duty to oppose it, whether or not, in so doing, one makes life more difficult for oneself or others.

Mr Lodge's disingenuous tribute to Tom Scott consists in praising his propagandist skills (the sort of tribute one might pay to Hitler) and the final sneer is that he is a Single Issue Fanatic. If publicly campaigning for something one believes to be right is fanaticism, then we could clearly do with more fanatics.

JT CARROLL
38 Elmbourne Road
London SW17

STOPP watch

Sir - Perhaps I may be allowed to correct some of the inaccuracies in Bert Lodge's attack on me.

It is untrue that STOPP failed to respond to Charles Oxley's fatuous letter in which he described STOPP as a "bogus" organization. Moreover, Bert Lodge has no excuse for this attack, published in the TES on January 27, 1984, also answered an anti-STOPP letter from none other than Mr Lodge himself!

Mr Lodge calls me a SIF (Single Issue Fanatic) but fails to acknowledge his debt to Bernard Levin who coined this inaccurate description of me. I care deeply for the cause for which I campaigned for more than six years, but I am no fanatic. If Mr Lodge had bothered to telephone me before committing himself to paper, he would have discovered that I now work for another organization.

In the circumstances, if I had, as he claims, "mistrusted" him "so much as to refuse an interview", it would hardly have been surprising. In fact, after I (not STOPP) had lost a libel case, Mr Lodge telephoned me to say he had been asked to write an article about me. We amicably (I thought) agreed that in view of past disagreements it would be better for someone else to interview me, and I was duly interviewed by another TES reporter.

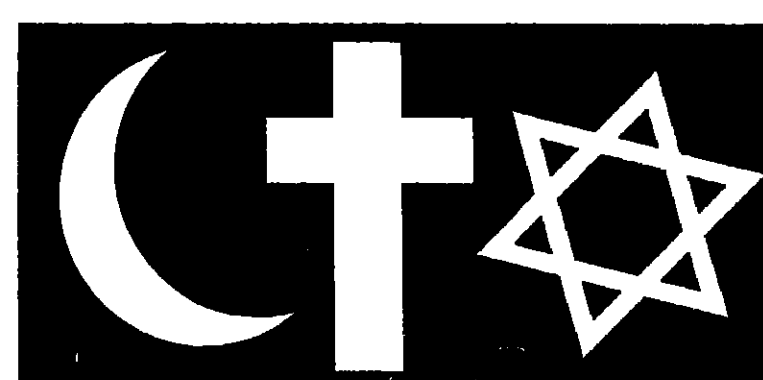
I rejoice in the triumph of STOPP's campaign, which has resulted in one of the most important social reforms of the 20th century. But I despair that future historians, looking for a balanced account of the events leading to the abolition of this nauseating barbarity, will look in vain in the TES.

TOM SCOTT
84 Winterton House
Deancross Street
London E1

Not wanted
Sir - I was interested to read of the problem of Mr James Graeme in getting recognition from the General Teaching Council for Scotland (TES, August 22). I have suffered similarly. Having a teacher training certificate from an English college, having successfully taught biology and mathematics in secondary schools in England and Northern Ireland, and having latterly secured an Open University degree in education and science, I find that the Scottish education system deems me unequipped to instruct in my subjects. With the supposed shortage of science and mathematics teachers, doesn't the General Teaching Council risk cutting off its nose to spite its own face?

ELIZABETH RICHES
Sunnyside, Strathkirkness
87th, Scotland

Not all taxpayers are secularist



Sir - The Bishop of Durham, and your correspondents who agree with him, have made two indirect, but positive, contributions to constructive educational thinking.

First, they have exposed the *non sequitur* in much current discussion of voluntary aided religious schools and about religious education in the maintained system. The bishop and his defenders seem to be saying: "Ours is a plural, multifarious society; therefore our schools must be secular." Frequent expression of this view comes in the letters of Paul Fonkin, whose "British taxpayer" is always a devout secularist.

Second, Dr Jenkins and his friends have united in agreement against their views representatives of three of the world faiths whose shared British citizenship is supposed to be the reason for secularizing state education. Ibrahim Hewitt (TES, August 15) said that we are all up against: "... people like Mr Walter (trying) to force all schools to be secular". An example

subject to be studied, an academic study no different from mathematics or geography". Ironically enough, however, the main objection to religious teaching in schools (especially in religious education) is that, in defiance of educational principles, it generally presents a particular doctrinal package, together with its myths and moral code, as though it were as incontrovertible as mathematics or geography.

"Religious schools", says Rabbi Arye Forta, "help a child to grow with an identity; that is their strength". But it is also their danger; for the corollary

is that such schools inhibit feelings of identity with the wider community. And why select an identity with the family's background religion, any more than with its social class or political commitment (through, say, an upper-middle-class public school or, perhaps, a trade-union school)? Is it not sufficient that children grow up (as most do) with feelings of belonging to a particular family, a particular team, a particular town, a particular religion, a particular nation, and a particular ethnic group, without promoting such further divisions as religion and class?

Nevertheless, I have greater sympathy than Arye Forta with Richard Benjamin's five guidelines for voluntary-aided schools, though I agree with the Rabbi's criticisms. In particular, I would commend Mr Benjamin's inclusion of non-compulsory religious instruction (as distinct from religious education) in the curriculum of state schools.

Governors of county schools might consider the provision of such religious instruction to head off mass defections into alternative religious community schools.

Certainly, the availability of genuine Christian studies in county schools might reassure Christian taxpayers that maintained education is not hostile to their way of life.

RICHARD WILKINS
General Secretary
Association of Christian Teachers
St Albans
Herts

Not only do denominational schools segregate children according to their parental religion, and thus deny them a basic right to come into contact with a range of ideas at variance with those of the home background; they inflict on the community as a whole both the consequential social costs (and when grant-aided the extra financial costs (apart from a meagre 15 per cent of the capital outlay) of this notoriously dual system of education.

BARBARA SMOKER
President
National Secular Society
702 Holloway Road, London N19

Myths and morals
Sir - Rabbi Arye Forta (TES, August 22) is no doubt justified in his dismissal of Richard Benjamin's proposed conditions for granting voluntary-aided status to denominational schools - not because it is necessary to impose religious education to be unbiased, but because (as the Rabbi's letter clearly exemplifies) the very objective of those who demand such schools is to indoctrinate children rather than to educate them.

Rabbi Arye Forta complains that Mr Benjamin supposes religion to be "a

utilities - or aspects of personality - using test tasks which, to paraphrase Mr Stephen McNair speaking about the American techniques, do not give a clue what you're looking for.

Much used within industry and commerce for the selection of personnel, the DTB is also used by consultants and within schools as the basis for vocational guidance. Many people in this country are well acquainted with its use, so that it could be applied immediately "to tap the enormous unfulfilled potential possessed by mature people who could benefit from degree-level studies" - to quote Mr George Walden's statement of the purpose of the American project. No 18-month delay for adaptation and evaluation!

Why buy American when a perfectly appropriate, good and reliable British product is already available, known and used?

WA GOODE
84 Abbots Road
Abbots Langley
Watford
Herts

ifications may be inappropriate. This exercise is not, however, aimed either at mystification, or at the dilution of standards. While the student potential interview which we will be testing is intended to be relaxed, putting candidates at ease to enable them to perform as well as possible, it is far from "rambling".

It focuses on things which the interviewee has actually done (like running a school etc), and about which it is possible to be precise, rather than on ambitions or interests (which are inevitably vague, and subject to many kinds of misunderstanding). The interview is very clearly structured, recorded and monitored, to ensure that the results are consistent, and can be used as reliable predictors of later performance in particular courses or careers.

While many people are understandably anxious that an increase in access to education and training for "unqualified" entrants means a dilution of standards, many others are distressed to see many talented adults excluded from the system because they lack paper entry qualifications designed to screen 16 to 18-year-olds.

If this experiment works, we may be able to find a middle course which can satisfy both parties and enable us to make better use of the many neglected capabilities of our adult population.

STEPHEN MCNAIR
Head
Unit for the Development of Adult Continuing Education
19b De Montfort Street
Leicester

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SENIOR TEACHERS' PAY

Some more equal than others?

Richard Watson

Over the past six years, I have collected a weighty folder of job descriptions for deputy head and senior teacher posts. They suggest that many senior teachers have swapped classroom teaching for a number of essential - but trivial - tasks.

Deputy heads have fairly clearly defined duties - the timetable, substitution lists and standing in for the head. For the post of senior master/mistress, the duties are very vague: "liaison with external agencies", "supervision and instruction of prefects", "ex-officio membership of several school committees", "regular contact with the school uniform suppliers", "an A-Z production and updating, internal/external exams/timetables/room invigilation", "fabric of school and liaison with the school caretaker". Many tasks on school/house assemblies in the general description.

The post of senior master/mistress often turns out to be a lady. Few are as honest as the one which states "This post has become vacant upon the retirement of the present second mistress... overall responsibility of pas-

toral system including welfare of girls". Usually girls' welfare, in the age of equality, is jotted down as an afterthought despite half the school population being female.

Many senior teacher posts are attempts to define responsibilities which were once assumed - attendance at PTA meetings often appears. Talking with senior teachers at INSET courses has made it clear that many perceive their task to be that of carrying out simple administrative duties and, like their head and deputy head colleagues, "delegating" responsibilities. The correspondence on the Coventry Award (TES, August 15 and 21) has waxed eloquent on the plight of senior teachers whose differentials will be eroded if the agreement is ratified.

The demise of the senior teacher is probably inevitable. Created in the heady days of Houghton with a lot of the 1960s' thinking to support it, the feeling was that schools had to be "better" managed. Experience often proves that "management" is often a substitute for action, and actions themselves are "delegated".

TWILIGHT RUSSIAN

In from the cold

Ludmilla Lewis

In true Chekhovian style the cherry orchard is put to the axe, sounding the death knell of an era. So it was with the Russian in our schools in Bradford. But there is also a "smile through the tears": a new era is beginning.

For the past three years there has been a new wave of interest in Russian. Out of the cold economic climate a new initiative has emerged. Bradford has sought to develop a tertiary system based on consortia of neighbouring schools and local colleges of further and higher education. In an attempt to rationalize post-16 resources, preserve so-called minority subjects, and as in

the case of Russian, to re-introduce the study of a language, which had almost disappeared.

Taught in the "twilight" hours of 4 to 6 pm and drawing its intake from several schools, Russian now shows signs of re-establishing itself within the mainstream system, and we are seeing a welcome resurgence in the numbers of pupils taking it.

The first of these classes took O level Russian last June. "What next?" was asked. It was agreed with the cooperation of the education service and the Russian department at Bradford university, to set up an A level class based



ENGLISH INQUIRY?

About turn by HMI

Dr Bill Mittins

The news (TES, August 8) that the Education Secretary is contemplating a "major independent inquiry" into "what pupils should know about English" (my italics) is welcome. It focuses on issues raised by HMI inspectors' two recent publications on English which, as *The TES* reporter says, reveal "deep divisions on what exactly should be taught and a strong hostility to formal grammatical analysis".

These divisions were privately recognized long before the public "revolution". In retrospect, veterans among English teachers can recall how, after the Second World War, HMI presented to schools a consensual condemnation of the established practice of teaching traditional formal grammar. In so doing, they endorsed an anti-intellectual reaction against teaching about language.

Forty years on, the Inspectorate has executed - in the first of the Curriculum Matters series, *English from 5 to 16* - a volte-face: perhaps because of the recruitment to their staff of at least one professional linguist, perhaps in recognition of the twenty-first century "explosion" in modern linguistic studies, perhaps from sheer boredom with something which was not a subject

formed in the name of "creativity", perhaps from suspicion that a valuable baby has been thrown out with the bath-water of traditional grammar; perhaps stirred by the stock-taking for the impending GCSE revolution.

For these and other reasons, the new document, endorsing the Government's policy for developing "agreed national objectives" in all school subjects, the HMI consultative paper on English set a pattern of listed items specifying required achievements by certain ages. For seven-year-olds, objectives were classified under the familiar (but since Bullock adversely criticized) four-language skills, for 11-year-olds and 16-year-olds what was in effect a fifth category (oddly referred to as a "fourth aim") was added under the heading "About Language".

The notoriously vexed and vague term "grammar" was wisely avoided (apart from a single item under Speaking for 16-year-olds), but the final sets of objectives for age 11 and age 16 mix traditional grammatical demands - knowing the main parts of speech, subject and object, sentence, clause and phrase - with miscellaneous "features", "functions" and "literary" use

What may emerge from the Coventry Agreement is a strengthening of the "consensus" approach to "education" with everyone "participating" in the "decision-making process". By removing a salary tier and bringing senior teachers more into line with the rank and file on the main professional grade an inequality will be removed. Admittedly, there is still some way to go. Recently a £20,000 a year adviser spoke about the nature of our "bureaucratic society" and how it is reflected in schools. He seemed unaware of how he is well placed within it. I have also heard headteachers say they miss their "teaching" as they sit behind desks and do their admin work. They might miss the pay as well should they come back into the classroom.

If the management view of education is that there should be cooperation, it is peculiar that there should be such an array when a new agreement makes this more likely with an integrated salary structure. Or could it be that we are in a similar situation to that of *Animal Farm* where "All teachers are equal, but some are more equal than others"? It appears that once an ideal of the 1960s of "togetherness" comes a little nearer it is howled down by those who see a sectarian interest threatened.

Richard Watson is head of English at the Rosecroft School, Loftus, Cleveland.

at the university.

This is where a unique opportunity is presented to our pupils. All the facilities of the University have been put at our disposal - library, computer programs, video tapes and satellite TV direct from Moscow, and a wealth of exposure to foreign students and language assistants.

None of this would have been viable in a small school Russian department. There are now present six A level students; all from one consortium group. The second O level group is just about to take examinations and we hope to have some more candidates for the A level class.

The first year O level class, after one year of study has some 30 pupils, who will take their examinations next year. As soon as the current O level pupils have finished, we are proposing a 3-year course in Russian. Before the new class officially starts in September. There are some 60 names on the list. Gorbachev's appearance in *Generals*, the BBC programmes about Soviet television and *Comrades*, all coincided very well with our venture. Let us hope more consortia in Bradford's schools take the initiative and take up Russian, so we see the language studied as the norm rather than an exception. After all, can we afford to ignore the language and culture of some 300 million people?

Ludmilla Lewis teaches some of the twilight Russian courses in Bradford.

RISING FIVES

Playing the numbers game

Hilary Moriarty

There's a new term starting, and I can't get little Sam out of my mind.

Little Sam is, at the time of writing, three years old. The child of slight, slim parents, Sam himself is no bruiser. He is in fact small for his age. He has little thin legs that disappear into capacious shorts in an improbable and endearing fashion. Sam is a chirpy, cheerful child, but really little more than a baby.

But Sam was born in August, and this August he has his fourth birthday. Come September, Sam will go to school, full time, in a class which includes children up to two years older, every day of the week.

The county in which Sam and my own children go to school has a policy of single entry, in the September after a child's fourth birthday.

It is quite possible that the policy is flexible. It may be that if you applied to County Hall or just had the courage of your own convictions and said, "He goes when he's five, and that's that!" your wishes would be duly accommodated.

Five, after all, is the age at which you are legally required to present a child for full-time education.

But is that the theory, the practice around here is that they go in the September after the fourth birthday. To delay, it is felt, might handicap the child, perhaps permanently, in the educational rat-race.

If the birthday happens to be August 31, so be it. "Rising fives" be blown - this is just past three.

And what, in the name of goodness, is such a child going to do in school from nine until three fifteen? How can that be educationally sound or even justifiable.

I suppose you could say it all depends on the child. My own family has taken me through the school entry hoop three times. The eldest, with a November birthday, and therefore almost five at school entry, was like the proverbial duck in water.

Our second daughter has a June birthday, and school gave her two terms of hell. She cried, I cried. I have a feeling that by Easter, teacher, caretaker and dinner lady all cried for the daily agony of poor Lizzy.

There were those who said at the time that Lizzy's problems were of my own making. I had allowed Lizzy to drop out of playschool, and the playschool ladies issued dire warnings. "Give in now," they admonished, "and she'll have trouble in school! She'll think she only has to cry and you'll take her home! She must learn discipline!"

Since Lizzy was only three, I didn't agree. If Lizzy preferred home - our

point and plasticine and making bread and watching television and going shopping and singing and talking and playing - I didn't think a few mornings in juvenile company worth the hassle of forcing her, screaming, through the playschool doors.

Well, perhaps I was wrong - happy at the time, but wrong - and they were right - sanctimonious, but right - because Lizzy's agony in school was horrific. And when, after 18 months, we moved the girls to a different school, her new teachers said they'd never seen a child so backward for her years. She was five and a half.

Since she'd had the same teachers as her sister, and since we never doubted that she was bright enough in her own right, there was only the agony to blame. What can you learn through a daily blur of bitter tears?

Out third child was a May birthday, so I worried to death about him. Needless as it happened. Here was another duck. In a week he was cheerfully acclimatized and swimming with the rest.

Perhaps Sam is made of the same material - and tougher than he looks to my sentimental eyes. He has an older brother already at the school, and they are very close. Perhaps Sam will survive. I'm just glad I'm not in his mother's shoes.

Across one of our county borders, you can't get into a school until you are five. But in the county in which I live many village schools are threatened with closure, so they grab bodies for entry as young as they can. Looks like cradle snatching to me.

Ironically, the school Sam will go to is actually bursting at the seams, so do they let him in so young? Perhaps because another half-dozen or so will take the school roll above the magic number which will force the county to provide another teacher?

Bureaucrats and educational officers can play number games all they like, but the reality is children like Sam, out for a life-time's education when little more than a toddler.

Why can't we have a law that says you're too young for school? Why not let them come in the haphazard way of birthdays themselves, as they turn five? On the Continent, are children not near school when full-time education starts? Ask any Frenchman, and he'll probably be able to reply in fluent English. Are we so capable in French, young and all as we start?

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teaching?

If it is the current emphasis, backed by money, the Manpower Services Commission and the Department of Industry, a kind of technological take-over bid for a "subject" traditionally deemed to succeed the classical languages as "the portal of all the liberal arts".

Anybody of enquirers competent to navigate these difficult waters without resorting to a retreat to "traditional grammar", or realizing I A Richards' observation that "talk about language is always on the verge of nonsense", or yielding to the acronym TENGOR (Teaching English for No Obvious Reason) must surely bring superlative knowledge and long-sighted wisdom to bear on an agenda of baffling difficulty.

Nobody - no single person, no "interested" organization - can be expected to contribute more than a partial bias or preference. The terms of reference call for representation from a daunting number of bodies - from subject-teaching associations, from academic institutions and other organizations, from the Inspectorate, from parents, industry, commerce, parents, and so on.

Of course, realism demands that the resultant working party be small enough to make progress and urgent enough to produce recommendations soon. The formidable nature of the task does not invalidate any attempt to tackle it, any more than past failures preclude future success. As Philip Sidney commented long ago, the abuse of a thing does not make the right use of it impossible.

Too much, too soon

Geoffrey Howson looks at maths attainments in other countries and asks if we are trying to teach children to run before they can walk

As *The TES* revealed in its issue of July 11, the England and Wales results of the Second International Mathematics Study (SIMS) carried out in 1981 have still to be published and, indeed, are unlikely to be published before 1987.

This tardiness is to be deplored on two grounds. First, we surely wish to make use of the data provided by SIMS while they are still reasonably relevant. Second, such delays will only lead to leaks and to mischievous, ill-informed articles such as that which recently appeared in the *Mail on Sunday*. That article - apart from attributing some rather ridiculous statements to me - reported how, because of, so it claimed, modern maths and the use of the calculator, English schoolchildren had "slumped" in the mathematical "league table". "In 1964, 38 per cent of English children got [-6 - (-8)] right. In 1981, only 34 per cent could manage it. However, 72 per cent of Japanese children gave the correct answer."

Regrettably, the figure the study's organisers gave me for England's "success" rate on this item is even less than the quoted 34 per cent, being 32 per cent. This is, indeed, worrying. Nevertheless, it is not very helpful to treat such data so superficially.

First, of course, one must ask what weight we attach to students being able to answer such a question and what preparation the students were given to answer it - was the work in the syllabus and, if so, did the teachers actually teach it? Much criticism was levelled at the First International Mathematical Study for its neglect of such questions. As a result, the organizers of SIMS tried to elicit both a national (that is, committee) response to whether or not an item was thought appropriate and also attempted to ascertain what proportion of children had been given an "opportunity to learn".

In the classroom. Thus, for example, in the case of the item quoted above, 100 per cent of Japanese teachers had taught their pupils to answer such questions, but only 86 per cent of English teachers.

Immediately, however, new questions are suggested. Who should determine whether or not a question is appropriate for 13-year-olds; to what extent can this decision be left to individual schools and teachers? In the case of this item, there is in fact clear guidance from Cockcroft. The item described is not contained in the report's "foundation list". There the emphasis is on using negative whole numbers in context: "what is the rise in temperature from -3°C to 10°C?"

Now it happens that SIMS included one item: "The air temperature at the foot of a mountain is 31 degrees. On top of the mountain it is -7 degrees. How much warmer...?" What were the results on this question? First, the numbers of teachers who had prepared their pupils were essentially the same as for the first item (about all in France and Japan, 85 per cent in England). However, success rates were now:

Japan 61 per cent	(previous item 72 per cent)
France 52 per cent	(previous item 70 per cent)
England 49 per cent	(previous item 32 per cent)

Which countries should worry now? What is the use of a formal knowledge of mathematics which cannot be applied?

All results must, then, be interpreted with care. In theory, nations participating in the IEA studies produce national reports before any international comparisons are permitted. Thus, British Columbia published its report in 1982 and Japan in 1983. Despite the tardiness of some countries to publish, some international comparisons are already available. Certainly, readers of the US Summary Report (1985) and the second report from British Columbia (1985) can easily put two and two together to work out the position of England and Wales. In this article I make use of national reports published to date and also information supplied to me by the study's organisers.

The results for England and Wales are very disappointing. The 157 multiple-choice items (and here we note the restricted nature of the assessment) were divided into five categories: arithmetic (46), algebra (30), geometry (39), measurement (24), and descriptive statistics (18). An England and Wales "national" committee thought that (respectively) 98 per cent, 93 per cent, 87 per cent,

100 per cent and 83 per cent of these items were appropriate for our students - an overall percentage of 93 which was a degree of appropriateness exceeded only in Japan, New Zealand and Scotland.

Twenty countries (or, rather systems) participated in the study: Belgium (Flemish and French), Canada (BC and Ontario), England and Wales, Finland, France, Hong Kong, Hungary, Israel, Japan, Luxembourg, the Netherlands, New Zealand, Nigeria (selected schools), Scotland, Swaziland, Sweden, Thailand and the USA.

England's position (as inferred from the US and Canadian publications) together with its mean score of correct responses was:

Arithmetic	13	(48%)	(top Japan 60%)
Algebra	14	(40%)	(top Japan 60%)
Geometry	6	(45%)	(top Japan 58%)
Measurement	13	(49%)	(top Japan 69%)
Statistics	5	(60%)	(top Japan 71%)

However, as *The TES* reported in July, the English data were revised after the calculations contained in the US and BC reports were made. Since for the majority of items the revised figure for correct responses was lower than that originally submitted, it is possible that our revised overall rankings could be lower than those given above.

Again, though, it must be emphasized that these figures need to be interpreted with care. Our algebra results are very weak, but since there is little or no algebra in the Cockcroft foundation list this should not, on the face of it, be a cause for alarm.

There is a need, then, to look at individual items in some detail, and to see, in particular, on which we tended to do relatively well and on which we scored badly in relation to other countries. (Note that the revised figures are used in this analysis.)

On only one item did England and Wales lead the field - it was an unfortunate question on vectors, thought inappropriate by every national committee bar that of French-speaking Belgium. Nineteen per cent of our students obtained the correct answer - slightly more than would have been predicted by chance, since 9 per cent omitted the question and there were five alternative choices. (One notes that 70 per cent from Luxembourg, 56 per cent from France and 37 per cent from Japan omitted the question. Did the English students really believe they had been prepared to answer this question, or had they already absorbed the message from the media that ignorance of a subject is no bar to expressing an opinion?)

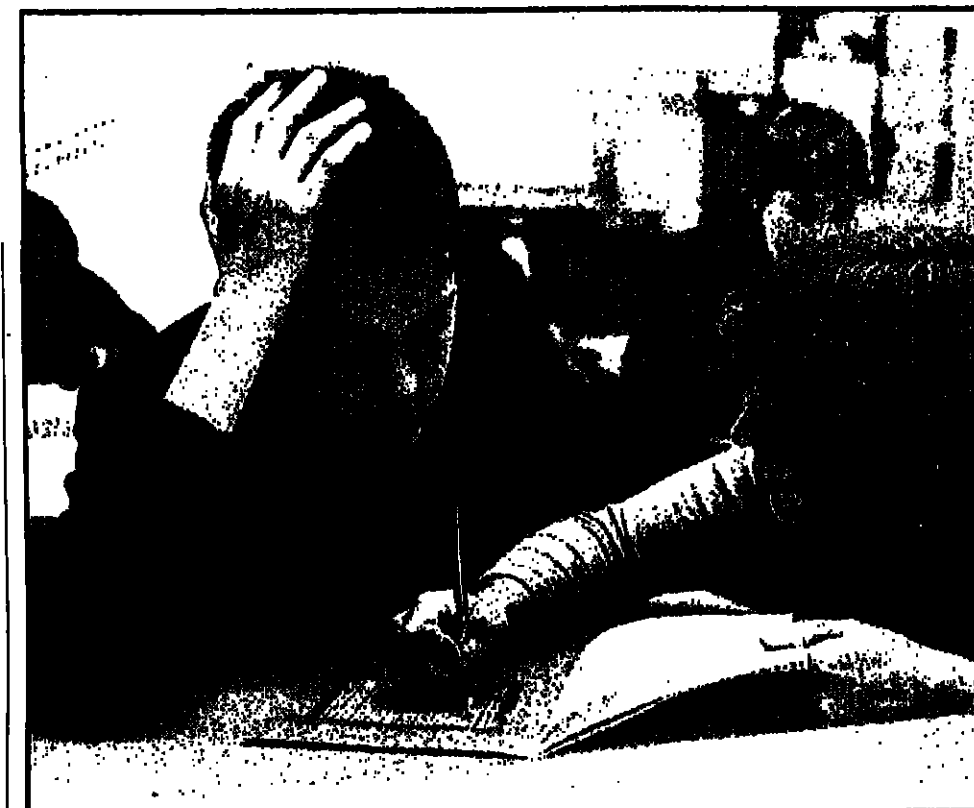
If we eliminate this "joker" from the pack, then for the remaining 156 items, England and Wales came in the first five countries for 26 items, between sixth and tenth for 57 items, between eleventh and fifteenth for 52 items and in the bottom five countries for 21 items.

Of the 27 items on which we did well, 21 were on geometry and descriptive statistics. Three of these on vectors can be discounted since fewer than 26 per cent of pupils got them correct - hardly more than chance. It is pleasing, and perhaps a little surprising, however, to see us scoring well on questions on Pythagoras, angle sums, congruence and similarity. This certainly confirms a personal hunch that our teaching of geometry is not in such a sorry state as many detractors would have us believe.

Given the emphasis recently placed on the teaching of descriptive statistics, then the results in that area are also pleasing. Similar remarks could be made about our good results on two questions relating to reading a scale. It is of note, however, that for 11 of these items the percentage of correct responses was greater than the percentage of students said to have been taught the subject.

At the other end of the scale there are algebraic items on which our bad performance would cause me personally no great concern, were it not for the fact that teachers claimed to teach them. Correct response rates were low in relation to "opportunities to learn". But what is one to say of our performance on such items as:

(a) $\frac{1}{2} + \frac{1}{3}$ (42% against Japan 89%, France 72%)
(b) 0.40×6.38 (50% against France and Hungary 74%)
(c) $24.36 \div 0.004$ (29% against Hungary 65% and



Lack of success in decimals requires an urgent classroom response

Canada Ontario 61%)

(d) $(-2) \times (-3)$ (45% against Japan 85% and France 77%)

(e) 20% of 125 is (45% against Netherlands 75% and Hungary 67%)

(f) $7 \frac{1}{2} \div 7 = ?$ (26% against Japan 68% and Hong Kong 61%)

(g) evaluating the area of a parallelogram given the lengths of the two sides and an altitude (30% against Japan 65%, Hong Kong 48%)

(h) determining which of the numbers 21 - 25 is prime (51% against Hong Kong 83%, British Columbia 78%)

(i) estimating the weight of a man in kilograms (36% against France 98% and nine countries over 90%)

(j) 2 metres + 3 mm = 2... metres (36% against France 84% and French Belgium 75%)

This first of these, (a), is not on the Cockcroft foundation list, but 35 per cent of students opted for the "add top and bottom" distractor (as against 4 per cent in Japan and 20 per cent or less in 12 other countries). It must be pointed out, however, that in this instance there is a big difference between the findings of SIMS and that of the Government's Assessment of Performance Unit on similar questions.

Question (c) was not an exercise in the long division algorithm but in placing the decimal point (all the choices of answer used the digits 614 in that order). The distractor of ignoring the decimals in the 0.004 was followed by 34 per cent of students - more than in any other country except Swaziland. As (b), (c), (f) and (i) show we appear to be particularly unsuccessful in teaching decimals, although again it could be argued that the numbers are unnecessarily complicated.

Items (i) and (j) demonstrate, along with other items, that our children are still confused about the metric system. This is a national societal problem rather than one solely within the confines of school mathematics. It is significant that students in New Zealand and the USA also opted for 185 kg as a "normal" weight. It was such items which led to the disappointing ranking of England and Wales on the "measurement" items.

Since there would appear to be a strong connection between understanding decimals and understanding the metric system, this would seem to be a matter requiring an urgent response in classrooms.

Performance on question (g) is disappointing because of our claim that we try not to teach rules by rote. Yet as many students used the inappropriate multiply "length" by "breadth" as obtained, the correct answer. Of course, it could be argued that students in those countries who did well on (d) were using the rule "without understanding". Nevertheless, 84 per cent of England and Wales teachers considered their students had been prepared to answer this question - and the 33 per cent who opted for the response - 6 would appear to have neither a rule nor an understanding.

Such results cannot be shrugged off. Yet SIMS is not just a matter of "us" versus "them". There are important lessons to be learned for all countries, many from items on which England and

Wales students scored relatively well, but in absolute terms weakly. As David Robitaille puts it in the British Columbia report: "If such items are [thought] appropriate... if teachers say they have taught the material, and yet [overall] performance levels are so low, it may be the case that this material is beyond the capability of many [13+] students".

The data also prompt serious questions about the way in which our curriculum is organized. Is mathematics teaching too fragmented, with too little time spent on any one topic? This is not the system in Japan, for instance.

Certainly, we cannot, nor I believe should we try to, model our education system on that of Japan. Yet we cannot afford to continue to ignore the experiences of other systems. One notes, for example, that "Japan" is absent from the Index to the Cockcroft Report (throughout is extremely weak on comparative data).

The decisions about GCSE were made without reference to this data. Certainly the decisions to prune existing syllabuses would seem amply justified. It would appear that we in England attempt to teach too much and, often, too early - but the damage is almost certainly done before 13+, and GCSE and Graded Assessment schemes are unlikely to affect this overnight. Whether, in view of our overall performance on SIMS and the impending drastic shortage of mathematics teachers, one can justify some of the more optimistic pipedreams embodied in the GCSE proposals, I doubt very much.

Again, though, one must emphasize the need to study the data with care and to think what are their implications for teaching practice and curricular goals. It is likely that they will be used as cudgels to lambast teachers or to reach irrational conclusions. (For instance, the *Mail on Sunday* put some of the blame for England's decline down to the teaching of Venn diagrams, rather than long division. Yet only 48 per cent of English teachers said that their children had been taught Venn diagrams as against France 93 per cent, Belgium 91 per cent, and Japan 55 per cent, to mention but three countries).

In an attempt to avoid this, there may be a temptation to try to pretend the data do not exist. Yet they do, and they merit detailed consideration. They provide reasons for serious reconsideration of curricular aims, assumptions and practices.

For example, although the England and Wales mean mark for 13+ students was surpassed by few countries in 1964, that was not specifically noted or explicitly noted upon at that time was that our standard deviation, a measure of the spread of our results, was the largest of any country - our top 10 per cent of pupils were outstanding, but the bottom 40 per cent performed very badly indeed. It will be interesting to see, when the full results are officially published, if this pattern has persisted.

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Teaching isn't working



Paul Davies looks back in anger on the increasing stresses of the classroom

The English people I work with now, in a large multi-national company, often say to me: "I bet you notice the difference between teaching and working." I always have a quiet smile at the idea that teaching isn't working - but I agree with them.

They are certainly right. The difference between teaching in a secondary school and working in industry is enormous. But not in the way that they mean.

I left teaching at the age of 35, two years ago. I was a senior teacher, at the top of that pay scale. In terms of examination results and the other usual yardsticks, I was a successful teacher. Highly qualified, I was being interviewed for deputy headships. I was the local authority representative on the examination board, well regarded and often called on to help with curriculum development within the county. I had total job security, 12 weeks holiday a year, and a working week that was described in my contract as "school hours". And I was a member of the teachers' pension scheme.

I gave that up to work on short term contracts, with no security at all. I now have no career structure. The salary I started on was little more than I was already earning as a teacher. My working week jumped to a minimum of 40 hours, and became on average 54 hours. I have four weeks holiday a year and have lost my pension scheme. I even had to leave the country.

As a result I feel so much better, I can hardly believe it.

On the face of it, that should hardly be the case. What I did appears to fly in the face of logic. But the reality that underlies my decision - the reality of what teaching is today - turns that apparent logic on its head, especially in comparison with working in industry.

I realize that I am not typical - how could I be - but I do know that many of my former colleagues do not wish to remain in teaching. And that when I talk to teachers either formally at educational conferences or informally, I am always asked how I managed to get out. Then I am told I am very lucky. In that sense, I think that I am representative of an attitude within the educational service and one that is already causing problems.

The present Government, on the evidence of the pay disputes over that last few years, may like to imagine it is a question of money. Certainly pay levels are poor, especially lower down the pay scales. Yet for me, and the people I know, money was not a major factor in my desire to leave teaching. There were two: one related to the internal conditions within schools, the other to external factors. Since working in industry, my feelings about them have been amply confirmed.

The internal conditions affected me directly, every day. In the nine years that I was a teacher, in the fortunate position of being continually promoted, the job changed out of all recognition. I do not mean my particular job, as I moved from assistant teacher to head of department, but the general job of teaching. For one thing, the work became more and more teacher intensive. The move towards teacher-based assessment for public examinations is but one example. I am not arguing here against the validity of that change - only that it placed considerable extra burdens on teachers. The increased pressure was not compensated for: no time was allowed, no recognition given and resources were actually cut.

Over the four years that I was head of department the money I had to spend on books and materials was reduced from an already very poor level. Coupled with a very high rate of inflation at that time, especially in educational supplies, I was unable to provide even the set books for public examinations for the department.

On top of that, the internal organization of schools is so bad that the effects of these pressures are exaggerated. The already unequal distribution of work. As head of English on a split-site comprehensive with 1,600 pupils, I was allowed two extra non-teaching periods. (It was significant that the deputy head in charge of the timetable called them "free periods".)

The English department staff were given exactly the same number of "free periods" as the rest of the staff, despite having to teach two

subjects to the bigger classes, with the heaviest preparation load - especially as set books changed every year - and the heaviest marking the load.

It was no accident that the English department supplied 25 per cent of the public examination results for the school - despite being only 12 per cent of the staff.

That same deputy head, an ex-head of music, teaching four periods out of 40, used to have two answers. The first was that I really didn't know how difficult it was to teach music. The second was that I had chosen to teach English - and deserved what I got. His final retort was: if I was so over-looked why did I direct and produce the school musical entirely outside school hours?

These personal and anecdotal remarks are not significant, except that they are symptomatic of the poor resource management within schools. Indeed, the very term sounds wrong applied to a school. But if the four most senior members of a school between them were teaching for less than 14 periods, and one was entirely devoted to managing supplies and entries to GCE, questions about resource allocation should surely have been treated seriously.

These internal frustrations were compounded by the second aspect: the external changes surrounding education. The main visible evidence of this was how the relationship with the pupils changed over the last decade. At first, as a raw, inexperienced and untrained teacher, working in a secondary modern school, I was able to deal and cope with the inevitable conflicts with my pupils. As an experienced, fully trained and senior teacher, having worked in a grammar school and two comprehensives, I failed to cope with the stress I had dealing with the increasing conflict that teaching produced.

When I began to teach, by the start of the fourth year in the secondary modern, most pupils were convinced that qualifications had some importance. Conflict was never quite absent, but there was a sense that the teachers were providing something of value. By the time I left teaching, this had all but disappeared. Jobs were so scarce, that qualifications had little value. The frustrations induced were turned on teachers.

This attitude was aggravated by the views of the Government.

Elected to power partly by using slogans that suggested education wasn't working, the Government repeatedly said that public spending was bad, if not evil. Education absorbed large quantities of public spending - and was tarred with that brush. Teachers were increasingly seen by the pupils as bleeding the country dry, while being ineffectual, and not "working".

In that climate, it was hardly surprising if teachers became subject to increasing animosity by pupils and parents. Daily, it seemed, the attacks on what I was trying to do increased. Of course the attacks were usually accompanied by some sort of statement that there were exceptions. Yet I felt more as though I had become a scapegoat.

I, and a significant number of my colleagues, became increasingly upset by this. In fact, I became so depressed I could hardly drag myself to work every morning. The stress involved was intolerable.

At this point, people might be forgiven for thinking that it was my own personal inadequacy - something I might have agreed with before I started work in industry. Looking back, I now realize how much strength I must have had.

Even at the interview for my present job in industry, I noticed a complete difference. The interview was conducted in a civilized atmosphere: I wasn't, for example, left hanging round afterwards with five other people, waiting for one to be summoned to be given the job, while the rest were shuffled out the back door. I wasn't asked what my attitude was towards water towers, as in one school interview, but had a discussion about my own skills, and the opportunities that the job would offer me.

I came out of the interview much less concerned with whether I had got the job, than the fact that I had been made to feel as though I had some value. That had never happened in teaching - even when I was successful.



My working week now appears to be significantly longer than my teaching hours. Yet all the things that I did in my own time are now part of the working week. Management meetings, hitherto always after school, are now scheduled as an important part of my work. Planning is not only a requirement but seen as the corner-stone of successful work. I am still expected to keep abreast of developments and standards in my field - but in company time. When I leave work, my time is my own. I do not spend nearly 20 hours a week marking at home. In fact, when I work overtime, I get paid for it.

I am expected to produce first class work and to meet deadlines. My work is assessed and I am given constant feedback about its quality. Deadlines are not imposed arbitrarily, but through discussion and analysis of the demands of the work.

If I do not have the right resources, I am not expected to work effectively, so that if my printer stops working, it is recognized that I am going to have more difficulty printing my documents.

There are conflicts at work - but between adults who have common interests. Everything is not always wonderful, but when I get upset or annoyed I can tell my manager, without it being regarded as an act of weakness. It is seen as a rational and productive approach. What is more, if I am justified, something is done to put things right. If I am wrong, then I am shown why. When I do good work, this is also recognized. I did receive a 25 per cent pay increase for my second contract, with the company. That was very pleasing, of course, but what was more important to me was that for the first time in my working life I received some recognition that I had done well.

I have to be in work between nine and 12 in the morning, and two and four in the afternoon. Otherwise I can organize my day as I wish. In fact I work from seven till seven most days - and would probably work longer if I was allowed to. Yet I still work shorter hours than when I was teaching. Just marking 30 O-level essays, a small part of the minimum requirement for a week,

used not only to take a very long time, but left me exhausted. Now I can get home and still enjoy life.

I had to leave the country to get out of teaching, since many English employers are infected with the same attitudes towards teachers as the Government promulgates. I don't regret leaving at all. In fact I now live in a country where teachers and teaching is highly regarded. Where education is seen not as a drain on the country, but as a vital element in the development of the country. I can hardly believe that it is the case.

I really am still very concerned however, and I believe that there is great danger in present policies and attitudes for Britain as a whole. I may not be typical - but if I am in any sense representative, conditions in teaching and education will have to change. The present laughable discussions about so-called conditions of service are skating over the surface of the real problems, and until the problems are faced properly, the dedicated and effective teachers will either leave or be so disaffected or depressed that the situation will become a disaster.

I know that there are still dedicated and effective teachers doing their best in intolerable conditions. But if they once have a glimpse of what real life is like in industry - as I have done - I think there will be major explosions of discontent.

So when the English people at work tell me that I must notice the difference between working and teaching, you can see why I smile. Teaching was far harder work than anything I am required to do now. I know the English people will never accept that.

NEXT WEEK

Bertie Everard, specialist in managing change from ICL, gives his recipe for revitalizing the management of schools.

What did you do in school today?



Sarah Farley looks at two attempts to answer anxious parents' questions

The testimony of a five-year-old on how she or he has spent their day at school does little to reassure parents who are anxious about modern teaching methods. "Well, first of all we played with some shapes and then we played at weighing the dolls and then we did some dressing up..."

"So you just played all day?" is the understandably confused and sometimes hostile response of many parents. Now two education authorities, Surrey and Somerset, are trying to reduce that confusion by producing booklets for parents to explain what children do at school and why.

Both booklets emphasize that primary education is a very different business nowadays. Surrey's "Your Child at School" has its two cartoon character parents (right) saying: "We both went to the same kind of school as our children. We expect them to have the same sort of education as we had."

"But times have changed," retorts the booklet. "Think back to what it was like when you were in primary school - The Beatles... Mary Quant... 240 pence to the £..." Such an assumption about the age of parents, many of whom must have primary school memories of Teddy boys and Sputniks, might well leave some readers feeling even more out of touch than ever.

"Your Child at School" has a tendency to patronize its reader which is unfortunate because a parent genuinely interested in finding out about new teaching methods might well be antagonized to the point where they reject the whole booklet. That would be a pity as it does attempt to answer some puzzling questions.

For example, why do teachers not always correct every spelling mistake in a piece of work? "This is deliberate. There is a limit to the number of things a child can learn at one time, so the teacher tries to pick out particular things for each child to learn..." It is also likely that, if a teacher covers a child's work with corrections every time he writes, he will write less and less to avoid being wrong. He thus gets less practice and less opportunity to put right the mistakes in his

thinking. You may not agree, but at least you have been given a reasonable explanation.

There are also sections describing why topic work is valuable, how children are encouraged to co-operate and develop self-discipline, how each child's progress is monitored, and what parents can do at home to back up what their child is learning at school.

The underlying assumption is that teachers have now found the best way of educating their child. It is not simply a fashion, your children are not guinea-pigs in another educational experiment, research has proved that children develop better when taught this way.

The cartoon parents, given the role of devil's advocate, are eventually satisfied, but the parent of a child who dislikes school and does not appear to be learning much might take more convincing.

The booklet has been distributed (one copy each) to all first and middle schools in Surrey and its authors are pleased with the response from teachers. It was written by Dorothy Clark, general inspector of schools, and Peter Dixon, lecturer in education, King Alfred's College, Winchester, as part of the county's home/school liaison work but they have found there is a wider demand for it in training colleges and clinics.

It is a shame that only one copy has been supplied to each school as it seems unlikely that many parents will ever see it unless the school



Present ideas about primary education have developed as a result of many years of research and study into how children learn best. Teachers are working hard to put this new knowledge into practice in our schools. The new ideas produce BETTER RESULTS.

buys more copies at £1.50 a copy. It is the sort of book that you want to read before your child starts school and then read again when he or she has been there a while.

Somerset's booklet *What did you do at school today?* Nothing much is due to be published later this month when a free copy will go to every family in the county with primary-aged children. Extra copies cost £1.50 but the sponsorship of the National Westminster Bank is helping to meet the initial expense. Edited by Alison Burgess, lecturer in primary education at University of Exeter, it has been produced by a committee of teachers and advisers.

A great deal of information about the inner workings of a primary school is clearly conveyed. An imaginary school is created and the reader is taken through the day of two children, Gary, aged six, and Julie, aged ten. There are detailed explanations: how mathematics is taught using number rods; what sentence-makers are; how project work incorporates different subjects.

But the most illuminating aspect of *Nothing much* is the column on each page which records what activities and thoughts occupy the teachers. Mrs Hudson and Mr Grant, while they are teaching and out of lesson time. We are able to see how Mrs Hudson deals with mistakes in Gary's maths and what Mr Grant does to resolve a playground battle.

The many illustrations add to the impression that school for a young child in Somerset is a fascinating place where children, whatever their ability, cannot fail to be stimulated into wanting to learn. Reading the booklet leaves one convinced that if all schools function in the same way as Gary's and Julie's parents need have no fears for their child's education.

Somerset's positive, descriptive approach works rather better as a method of selling modern primary practice than does Surrey's slightly defensive attempt to counter the traditionalist's arguments. But both booklets are also transmitting an important message to parents and to teachers: the education department wants parents to know how their children are being taught.

And one thing's for certain, a parent will glean far more from either of these books than from their off-spring: "We had beefburgers - or was it sausages?"

Your Child at School £1.50. Available from Education Department, Surrey County Council, County Hall, Kingston Upon Thames, Surrey KT1 2DJ.

What did you do at school today? Nothing much £1.50 (reduction for more than 5 copies). Available from Education Department, Somerset County Council, County Hall, Taunton TA1 4DY. Tel 0823 73451 Ext 5787.

First impressions

Many school information booklets fall woefully short of expectations, Judith Muskett finds

Although the Education Act, 1980 gave parents the right to express a preference for the school they wish their child to attend, a comparison of the merits of schools cannot be made without adequate information. The Act requires each school to publish an information booklet but a recent survey of the style and content of the booklets prepared by primary schools in one particular local authority found that a significant number failed to include all the information laid down by the 1981 regulations. There is also a tendency for what is given to be written in an impersonal and difficult style.

The information booklet could well be the first contact parents have with a new school, and its impression may be a lasting one. A school which produces an illustrated text, creates a friendly rapport between writer and reader, and uses clear language, may motivate the parent to find out more. Dense, poorly printed text and impersonal writing which is hard to understand, are likely to produce a negative reaction.

On the whole the introductions to the booklets were inadequate. Less than one fifth of those surveyed began with a letter of welcome to new parents from the headteacher, and only a quarter explained the purpose of the booklet and its target readership.

Parents may wish to follow up their reading of

the booklet with a visit to the school. The regulations require schools to explain how a visit might be arranged. Around half the schools admitting pupils at the age of five, and less than a third of junior schools, published this information. Only one in twenty booklets were illustrated with a school plan to help parents unfamiliar with the building.

According to the 1981 regulations there should have been nearly two dozen items of information from these English primary schools, ranging from details about the school's name, address and telephone number to its policy on sex education, homework and corporal punishment.

In fact, 10 of the 28 surveyed booklets did not give the school name and address at all, and five did not give the telephone number. In describing the classification of the school, nearly one in ten booklets failed to state whether it was a county or voluntary (church) school. The required statement on provision for pupils with special educational needs was omitted in over half the booklets and homework requirements were unstated in nearly two thirds. Some 43 per cent did not give the school's policy on sex education as they are required to.

Information about the parental right to withdraw a child from religious education and worship was provided in nearly 80 per cent of the booklets. It is, however, noteworthy that the percentage of schools omitting this information was highest in the groups of Church of England and Roman Catholic voluntary-aided schools.

The school's policy on uniform was published in nearly 90 per cent and on school policy statement in nearly 80 per cent. However, the required policy statement on corporal punishment (referred to as "disciplinary punishment" by one school) was to be found in

only half of the booklets. Overall, the voluntary schools followed the regulations most keenly, but only two gave all the statutory information. Thirty per cent presented parents with less than two-thirds of the written information which they are entitled to have.

Schools are, of course, free to include any other relevant information and in the survey both the amount and range were found to be quite extensive. For example, 11 per cent explained their internal assessment methods; 69 per cent gave parents information about how they might discuss their child's progress; 64 per cent detailed the provision for children who bring a packed lunch to school.

A parent teacher association was mentioned in 57 per cent of the booklets and 35 per cent detailed how parents might help in the classroom. At a time when expenditure on education is generally perceived to be falling, many parents would find useful the statement made in only 4 per cent of the booklets about which items of basic equipment are provided in school.

To detect whether the language and style of the text made the information readily accessible to parent readers, three samples of around 100 words were taken from each booklet for analysis using a computer program. The reading-ease score gained by each school's text was based on a ratio between the total number of syllables and words in the three samples, and the average number of words per sentence. In calculating a booklet's score for human-interest the program took account of the percentage of sentences directly addressed to the reader; the percentage number of pronouns and of words which could be identified with people rather than things.

According to the reading-ease formula, more than two-thirds of the booklets were difficult to read. The booklets which could be classified as fairly easy to read came from the county schools and the infant schools. The more difficult texts tended to come from the voluntary-aided schools and junior schools.

Forty per cent were written in a style rated by the program as interesting; but 30 per cent fell into a category described as dull. The Infant, the voluntary controlled and the county schools produced the largest percentage of interesting booklets and the junior, the all-age primary and the Roman Catholic schools tended to produce the greatest proportion of dull booklets.

As the levels of reading-ease and human-interest increased, so the amount of statutory information decreased, however. In other words, there was a tendency for schools producing friendly, interesting booklets which were not difficult to read, to omit information needed by parents choosing a school. The schools which followed the regulations most keenly, including a greater proportion of the statutory information, tended to produce dull, difficult to read booklets.

These results suggest that many schools have a long way to go to achieve both high information content and a readable, friendly style. There is no reason why "readability" should have to increase at the expense of content. If the information is not readily accessible to parent readers, the use to which the booklet is put may be limited.

Judith Muskett is a Research Associate of the Cullum College Institute, Abingdon, and an Administrative Officer at Oxford University. This article is based on an MA dissertation completed in the Department of Government, Brunel University.

Review

In the summer of 1956 Michael Croft, an English master at Alwyn's School in London, produced Shakespeare's *Henry V* with a cast of schoolchildren at Toynbee Hall in the East End. At the time it was a remarkable achievement; in 1956 youth theatre had scarcely been heard of.

Now things have changed. Michael Croft is beginning his final year as director of the National Youth Theatre of Great Britain – the internationally-renowned company which grew out of that original production – and youth theatre companies are two-a-penny.

Good news, maybe; but while the NYT celebrates 30 years of achievement with an anniversary production of *Henry V* in Regent's Park, it is perhaps appropriate to reflect on the current state of youth theatre. For, always a wayward, erratic movement, dependent for its very existence on the enthusiasm of teachers and professional theatre people, it is currently experiencing a profound crisis of identity. There is simply too much of it. Directors and administrators seem blind to the fact that more does not mean better; and, the NYT apart, even the best and most renowned companies appear to have lost their way.

There are currently something like 400 separate youth theatre groups in the British Isles. Most are still small, "amateur" troupes which have developed as offshoots of existing youth clubs. But a minority have become large-scale, subsidized companies, frequently attached to theatres in London and other metropolitan centres. It is these, with their higher profile, and paid, full-time staffs, who set the pace. By seeking and receiving coverage in *The TES*, other national papers and on occasions on radio and television, quite unfairly they have become the public face of youth theatre.

Unfortunately, it is also these companies which seem determined to take the theatre out of youth theatre. In their work content is all; there is little or no concern with performance or technical skill. The Royal Court calls its youth company the Young Activists; a few years ago another London company adapted the notices in underground trains to present a show entitled *Observe the Doors, Cause Delay and Be Dangerous*.

More crucially, there is no thought given to their audience. Young people are shown the stage and told that all they have to do is get up there, be themselves, "let it all hang out" and they will have a show.

At its best this attitude is patronizing, both to casts and audiences. At its worst it can be exploitative, with adult directors hijacking the preoccupations of their casts to serve wider, political ends. "You're unemployed, let's do a play about why you're unemployed..."

But whatever the thinking behind it (and, happily, it is usually the former), implicit in this view and the work of many of the larger companies, particularly those in central London, is a strangely sentimental belief that young people's lives are somehow inherently interesting. That, however, is only a street-credible



Henry V, Toynbee Hall 1956

Off the rails?

Hugh David diagnoses the trouble with youth theatre

version of the parental oohing and aahing at a primary school nativity play.

No one seems to have thought that in all other forms of theatre actors do more than stand on the stage whingeing about their lives. Nor does anyone seem to care that an audience which has paid for its ticket has a right to be entertained. One particular London company, which has been producing virtually the same show for the past three years, has yet to learn that crude, "agit-prop" recitations about what it means to be young/black/female/working-class/disabled/unemployed, even when they have been edited by a "young playwright", do not constitute entertainment.

Rather, they are the soft option. The assumption is that young casts need something "relevant", and that, because they are young/black/female/working-class/disabled/unemployed, real "proper" theatre must be irrelevant to them. Hence the goalposts are changed and suddenly it

doesn't matter – it's new, valuable, worthwhile – that in many youth theatre productions the young playwright has no idea how to construct a play and the cast betrays a total ignorance of (or contempt for) basic stage skills.

Indeed, when it comes to stage presence, pitching their voices, knowing the lines and not knocking over the furniture, the technical competence shown by members of even the most prestigious London youth theatre companies is way below that on display at the average secondary school play.

There is no reason why this should be so, and no reason why any company should have to pay such a Daneleged to barbarism. The experiences of several of the smaller groups in fact suggest that not only are young actors capable of assimilating the basic ground-rules of theatre, they are keen to do so.

At the Churchill Theatre in Bromley, actress Allison Purcell has established a tradition of

week-long summer holiday courses in basic stage technique for members of the theatre's Youth Section. In Oldham director David Johnson demands rigid professionalism from every member of the town's Youth Theatre. The British Theatre Association's Saturday acting classes for young people are always over-subscribed.

Young sportsmen and women do not appear in the field, their coaches having excused them training because it is boring; young musicians do not expect to give a concert the first time they pick up their instruments; professional actors spend two or three years at drama school...

Until the *soi-disant* leading youth theatres recognize these facts, audiences will continue to be short-changed, critics will continue to cloak their true feelings with such weasel-words as "brave" or "worthwhile", and in its six-week annual season the National Youth Theatre alone will continue to set the benchmark of excellence in young people's drama.

Is under curious strain. He has not grown away from the commons: he is close, still, to ebullient Ghanaian ordinariness. In a novel that accounts for its large theme with one representative but living portrait after another, Dr Sackey is opposed to a corrupt academic, Dr Bodi ("Seriously, how many would choose a soul rather than a Benz?"). In the background is a dourly true man, Kofi Low, with "his own passive type of death, which he had used to survive this limping life". There is a comforting priest, who would make you at home in the world, and his utterly necessary friend and colleague, a passionate priest, who would remind you that you are nowhere at home. And everywhere throughout the novel there are the voices of individual Ghanaians, in markets, filling the elbowing streets of Accra: whole chapters filled with their amusingly, excitingly, and often elevatingly inventive voices. You're aware of a mass of humanity caught between the Western type of development and a quite different development that might emerge out of an Africa that, so often foolishly described as primitive, is in fact riven in quite other views of life and its ends.

I love this novel because it raises a new and invigorating question proposed by some of the first generation African writers. Is it possible that the continent has powerful wisdoms to add to the powerful, but ill-balanced, wisdoms of the West? I recommend *Search Sweet Country* not only as a book good to read but also as a true testament of African positiveness. It's true that its heroes have to struggle against homogeneity as well as imported abnormalities: but, in the light of that West African sunniness with which the novel is suffused, I'd back Dr S. Key against Dr Bodi any time.

Mingling roots

Edward Blishen salutes a leader of the new generation of African writers

Soyinka, Okigbo: as my friends said, marvellous names, of course, but there is now a whole new generation with a proper longing to be appraised. It has happened, I suppose, because the existence of this new literature is still thought of as astonishing; and having laboured to create a pantheon, the critics have fallen into an exhausted heap. My guess is that the third generation will have no such cause for complaint.

Meanwhile, rising among that heap on one elbow, I'm anxious to salute a wonderful newcomer. B. Kofi Laing is Ghanaian, educated at home and in Scotland: a central and local government official who has turned to teaching. He tells me that the manuscript of *Search Sweet Country* was thought too dense; he thinned it a little, and Heinemann, taking an excited plunge, they hesitated. The author is no straightforward (to talk of that degree) of James Joyce, Laurence Sterne, and another splendid teacher-writer, C. S. Lewis. Mr Laing is passionate about words and images. It is a passion with roots in Western literature – only to the extent that the author is an admirer of that literature, though his love of lively words leads him to admit among his Ghanaian acquaintances, a certain word-lover, that

richness and audacity of language and image in *Search Sweet Country* are almost wholly Ghanaian. "She felt so small she could fit into his toothache..." Or (the period is 1975-79, when a country cannot fit under a soldier's cap): "There are exhilarating examples of the Ghanaian habit of regarding the inanimate as fully as lively as the animate."

It is a novel warmed from end to end with love of Ghana, as the home of an ancient civilization that might know well enough how to live, if it illusion that "ideas exist" – merely in relation to the past or to exams, to books, articles, or to other things, too. When I talked to Mr Laing for my programme in the BBC's External Services, the ideas were almost entirely in the language of Ghana. The beauty of the novel is that, in it, the made freshly real. There's an acerbic academic, helplessly honest; a professor of sociology "who could not manage the society of his own house". Alongside Dr Sackey's restless radicalism there's this depthless of a husband. He's a wholly real character: he is part of a world in Ghanaian and African terms, like all such characters should be.



Search Sweet Country. By B. Kofi Laing, Heinemann £10.95, 0 434 40216 8.

I was talking recently to two young Nigerian novelists who were lamenting (in the sunny West African fashion, which links a faintly closely to laughter) a feature of the African literary scene. It is that having identified the heroes and heroines of the first generation, that accompanied and followed independence, criticism has gone to sleep. Talk of African writing in English is still dominated by names such as Achebe, Naipaul,

Learning – and metacognition

by Jessica Saraga

Language is the main medium of communication, instruction and assessment in schools and we should be more aware of how we use it. This is the shared contention of contributors to *The Language of School Subjects* (edited by Bruce Gilham, Heinemann £7.95, 0 435 10269 9). Both oral and written language can fail to enlighten, without either teacher or pupil being aware of it. Orally, language can fail to demonstrate the logical connections teachers are trying to convey; written language can be unnecessarily abstract and syntactically over-complex.

In primary schools conscious efforts are made to keep language narrative and concrete, but first-year secondary pupils may flounder in a suddenly incomprehensible world where familiar words seem to have no meaning, and where no attempt is made to relate abstract concepts to people and their experience. It can continue throughout secondary school, until pupils face public examination questions which mean nothing to them, despite their understanding of what they have studied. Examiners should test questions for readability; teachers should test textbooks for it and try to help pupils develop the reading skills they need, rather than leaning on English departments to service all other subjects. Schools, in short, should have language policies.

This is an important message, clearly put on the whole, but it's a pity that in a book about the importance of language, terms are not always explained clearly enough – register, tenor, intertextuality, metacognition – you can understand how those first-year secondary pupils must feel.

Metacognition crops up again in *Learning Strategies* (by John Nisbet and Janet Shucksmith, RKP £15.95, 0 7102 0569 4). This is a book about learning about learning. The authors believe that most school students come across study skills too late for their needs, and that they tend to regard them as a tool for passing examinations rather than as an aid to learning. They find tips difficult to apply and difficult to transfer between subjects.

One thing teachers can do about this is to encourage the development of metacognition, though let's hope they never need to use the word. John Holt never did, as the authors themselves point out, when he wrote in *How Children Fail*, "The problem is to make them aware of the difference between what they know and what they don't." This awareness is metacognition: full and frequent discussion with children about what they're aiming to do, what they're learning from reading, and how much they understand, will help them develop it. For as with language, so with learning in general, the worst mistake a teacher can make is to assume something has been understood just because nobody says it hasn't.

Have I, for example, understood the title *Action Research in Classrooms and Schools*? (Edited by David Huxter, Tony Cassidy and Ted Cuff, Allen & Unwin £7.95, 0 04 370165 5, £20). Does it just mean research done by teachers on the job? A metacognitive approach would suggest discussion of whether I really understand what I think I understand. Discussion with the back cover reveals further that action research is research designed to lead to better practice – which is an assumption I'd made without metacognition at all; why else do educationists research?

The first section of the book is devoted to making this point more fully. Doing research in the classroom must make you more aware of what you're doing and to what effect, and this in turn must help you to do it better. Several projects are described. The articles on the Girls Into Science and Technology Project bring out some interesting conclusions: that girls in mixed schools like being taught science separately, but boys don't; and that teachers try harder to fight their sexism when they know there's someone watching. The Alternative Curriculum Strategies Project, sounds interesting too. If it were only possible to discover more, here about what need was per-

ceived for alternative curricula, and what alternative curricula were devised. Talking to *Some Purpose* (edited by Barrie Wade, Educational Review, Birmingham University, £3.50, 0 7044 0784 1) might also be described as a book on action research with, once again, language as its concern. This time it's pupils' own oral use of language. There are contributions suggesting strategies for setting up group oral exercises, and discussing the teacher's role as facilitator, whether directive, interventionist or passive, and as assessor. There are case studies on the quiet child, on "talking a way into a text", and on discussion as a means to understanding and a prelude to writing. The main point is that talking is a vital educational process, because trying to articulate their ideas helps children formulate them, and develops their confidence.

Children's confidence never used to be teachers' formal concern. Teachers were for imparting knowledge, and their pupils acquired social and personal skills somewhere along the way if they were lucky. But teachers are now social educators too, and they themselves need new skills for the new role. Nigel Collins (*New Teaching Skills*, OUP £5.95, 0 19 919070 4) discusses the skills involved in negotiating learning contracts, counselling, and vocational guidance. Teachers need to be able to create a caring community environment within the school, to set up and operate teaching teams, and to develop the qualities in themselves which will encourage pupils' trust and confidence. Successful use of group-work will develop collaborative skills, the sharing of ideas, and sensitivity to the contributions of other group members. The goal is for students to become autonomous individuals and concerned members of society.

Greater Expectations (by Tricia Szironi and Sue Dyson, Learning Development Aids £9.95, 0 905 1419 1) is another book to help with social education, the social education of girls and young women. It will be welcomed by all women whose concern is to try to widen women's options by helping them understand the structural basis of their inequality in society. It's a workbook and sourcebook, packed with exercises and strategies, and where appropriate, lists of books and resources for further information. There are suggestions for examining views of women as expressed in the media, in song, in education and child-rearing, in language, and all the other areas which combine too often to make women feel worthless and invisible.

There are a variety of different types of exercise, on body image, health, "herstory", decision-making, and so on. Over a hundred ways of increasing self-esteem. The permission to photocopy many of them will make it easy to use them with groups. This is a real weapon for socializing into equality, and could be relevant in social studies, home economics, and particularly useful for tutorial sessions.

The authors of *Greater Expectations* were also members of the Clarity Collective which LDA produced to great acclaim in 1985 (*Clarity Not Caught* £9.95, 0 905 114 15 9). It's a similar workbook on sex education, geared more specifically for use in schools by the addition of questions, quizzes, and more directive exercises. Teenagers' problems may be lack of information, or they may not have too many problems at all. All of them, though, have the right to have access to the opportunities for learning and discussion this book provides. Even the "well-informed" will find there's always more to think about in some areas, such as exploitation in relationships, sexual harassment, how to say no, as well as the physical aspects of sexuality. There are no prescribed values, but a strong emphasis on the need to work out what your values are. Nothing is hushed up, nothing is skirted, nothing is judged, but everything is presented in the context of careful thought and responsibility. I hope someone buys this book in my children's schools.



Detail of *Hersilia* from Jacques-Louis David's *Intervention of the Sabine Women*. A revised edition, with a new Preface, of Anita Brookner's classic study of the artist is published by Chatto and Windus on September 25 (£12.95).

Racial attitudes

Multicultural Education in Western Societies, Edited by James A Banks and James Lynch. Holt Saunders £8.95, 03 910676 4. Cultural Diversity in the Primary School, By David Houlton. Batsford £7.95, 7134 48652.

Those of us who have been libertarians for 40 years, and who deeply believe that truth, freedom and equality are concepts which you only begin dimly to understand when you have thought and read about them for half a lifetime, look at the political anti-racists much as a team of veteran rugby players might view a newcomer who keeps the ball to himself and tries to score tries. Even if he wins the match he will still, somehow, have missed the point.

Self-evidently, though, shining truth on its own is no match for brute force and ignorance, and increasingly we find contemptuous shouts of "woolly liberal" coming from the troops behind as well as from the enemy ahead.

For these reasons these books, together, are in my opinion regarded as reading for all who believe that racism is wrong, but are doubtful about what we should be doing about it.

Banks and Lynch set the discussion in a world-wide context, showing how aspiring racial and ethnic groups have, throughout the Western world, discovered that national ideologies based upon "freedom" and "democracy" usually turn out to have meaning only for the classes and groups which framed them. There are papers on multicultural education in five Western countries, including the UK, which demonstrate very clearly both the universality of the problem and the way that national differences have produced interesting variations on the basic theme.

David Houlton's book is of necessity more parochial, but for that reason perhaps more interesting and certainly more immediate in its appeal for the teacher. As do Banks and Lynch, he traces the development of attitudes to racial groups in school from the early "assimilation" methods via the kind of multicultural tinkering with the curriculum which was common in the Seventies, through to the more radical

interventionist strategies which are increasingly propounded today. Houlton writes well and persuasively against a sure background of experience and evidence. I came away from his book renewed in my conviction of the need to do something at school more than just injecting multicultural content into the "softer" areas of the curriculum.

Conviction is one thing, practicality is another. Houlton gives lots of advice about how actually to do the job – how to rewrite the curriculum with regard to anti-racism; how to evolve a school policy.

People who work in schools which are in the van of anti-racist thinking in inner city areas which have been multicultural for years, for example – forget that there are thousands of schools which either because of authority policy or geographical location are no further towards the multicultural society than they were in 1966. It is for teachers in those latter schools that Houlton's book is particularly important, and I urge them to read it.

Gerald Haigh

African tapestry

The Making of Modern Africa. Volumes 1 and 2. By A E Afigbo, E A Ayembele, R J Gavin, J D Omer-Cooper and R Palmer. Longman £6.50 each, 0 582 58508 2/58509 0.

This two-volume history, written by a group of distinguished history professors of various African universities, shows modern Africa as the product of a long history of conquests, migrations and changing civilisations. It is comprehensive, scholarly and refreshingly readable.

Africa, so often considered as a recently-discovered and newly-civilized continent, emerges with a history stretching back to prehistoric times and fashioned from an enormous array of outside influences throughout this long period. The sheer scale of the book is impressive: there have been many histories of different African regions but few which attempt to cover the whole of the vast continent, and to trace the patterns of trans-African travel which took place, even long ago, across the Sahara desert and up the great rivers.

The various strands of history are skilfully woven into an intricate tapestry so that we learn of the incursions of the Arabs, the forays of the early European navigators, the spread of Islam, the ancient kingdoms of Songhai, Mali and Ghana, trade in gold and ivory, the traffic in slaves on both the East and West coasts, the search for new markets by European traders in the wake of the Industrial Revolution, and the effect of foreign wars which led so often to the partition of Africa. The first volume takes us to the end of the 19th century and the scramble for Africa by the colonial powers.

The second book deals with the 20th century and discusses the respective merits of the various styles of government introduced to Africa and the plans of colonial authorities for promoting self-government which progressed slowly until the Second World War, during which Africans in large numbers went overseas to fight. This was, perhaps, the first occasion, apart from the days of the slave trade, when so many African people were able to observe how the outside world lived, so that on their return they could no longer be content with the old ways, and various forms of nationalism developed. This book explores the events in each country since independence and does not shrink dealing with many of the problems still facing Africa.

The text is supported by maps, photographs and drawings from a wide variety of sources, and these add greatly to the interest and appeal of a work which is written without bitterness and in which the colonial period is depicted as only one element among the many influences which have shaped Africa over the centuries. It is an important work which will no doubt become the definitive African history for use in schools and libraries, as well as being a book of wide general interest and one to be welcomed by the many people of all races in whose lives Africa has occupied a special place.

Patricia Clayton

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BOOKS

Gerald Haigh

ARTS

Spanish tragedy

Heather Neill talks to Glenda Jackson about her role as Lorca's Bernarda Alba

Glenda Jackson runs down the aisle in the stalls at the Lyric, Hammersmith, in search of a polystyrene cup in which to dispose of her cigarette ash. Between emotionally demanding rehearsals she is relaxed, informal, softly spoken, without a trace of actressy vanity or film star pretentiousness. She couldn't be further from the stereotype of the theatrical grande dame. Yet no one who knows the range of her work over the last 20 years and more, from Charlotte Corday in the RSC's *Marat Sade* to *Phaedra* (via film comedy and Ken Russell's *Women in Love*) will be surprised at her casting as the steely matriarch Bernarda Alba in Lorca's play, one of the most powerful female roles in European theatre.

Lorca died, summarily shot by the nationalists in the first days of the Spanish Civil War, in August 1936. While magazines devote whole issues to the anniversary in Spain, Lorca's most famous theatrical interpreter, the actress and director Nuria Espert, is in this country. Her performance in *Yerma* has been welcomed at the Edinburgh Festival and now she is in London directing *The House of Bernarda Alba*, the last and most naturalistic of Lorca's trilogy of plays about the lives of provincial Spanish women. Glenda Jackson warns that it may be misleading to emphasize naturalism too much: "The language is simple and direct rather than literary" - especially so in the new translation by Robert David MacDonald which she much admires - "so it seems naturalistic, but they are already primed liked handgrenades from the beginning." She sees the play as containing the essence of tragedy: a cycle of events the dreadful outcome of which seems inevitable.

As the play opens, the funeral of Bernarda's husband is in progress offstage. It is clear that the strict mourning she imposes has more to do with form than feeling. She has five daughters, between the ages of 20 and

40, who are locked up in this all-female household shared by Bernarda's slightly crazy mother and the worldly wise old nurse who tries to warn Bernarda about the consequences of repression. When a man (never seen on stage) proposes to the now wealthy eldest daughter but takes the youngest for his mistress, tragedy is unavoidable. It is, says Glenda Jackson, "a great plus" to be working with an all female company. "Usually there's one decent part for a woman and that's it." The gender of the director she sees as irrelevant, however. Likewise that of the playwright. "Women don't necessarily write best about women. Lorca was a poet and poets see us all with clearer eyes regardless of gender."

She does not find it helpful to read too widely beforehand. "In a sense, the less one knows, the freer the imagination. Everything one needs to know is in the text. I read the play a lot. It is a matter of feeling rather than judgemental choices." She is not too keen to make general statements about the play, being at the moment in the throes of "desperately trying to make this family work." This is no mean feat: it would be easy to see Bernarda as a monolithic symbol of repression, forced into that role by a society which allowed little freedom and few choices for women. "Aggressiveness, pride, strength, dogmatism - these are easy. It's more difficult to get other sides of her, to find the elements which drove her to take care of her daughters to such a lunatic extreme. For the play to work, for the girls to function within it, one must find what are the links - maternal, filial - the

devotion, loyalty and trust which lead to the emotional tidal wave."

The emotional pitch of the whole piece - it could be an exhausting live-work display from beginning to end - presents something of a problem. "You have to start wildly over the top," says Glenda Jackson, "then find ways of relieving the tension, pulling back before the final onslaught." Despite this intensity, she sees no aridity in the relationships. "Nuria points out that they are not a typical Spanish family. They don't touch much. There is no warmth. They are like a harem without a sultan."

Rehearsals have been strictly private, but it's clear that Nuria Espert's experience as an actress, her expert knowledge of Spain and Lorca coupled with a willingness to listen to contributions from her distinguished cast (it also includes Joan Plowright and Patricia Hayes) have made them fruitful. There is a moment when an insult is hurled at Bernarda - a mortal insult in Spanish, but rather mild in English translation, so two English actresses have the difficult task of conveying Spanish preoccupation with honour to a modern English audience by their reaction. Glenda Jackson smiles at that - and again at the often repeated idea that English actresses are not expected to excel at expressing extremes of passion. "If we pull it off, fine. If not, I suppose they'll say I told you so."

Previews this week. Press night on Monday at 7pm, thereafter at 7.30 until October 25.



Manhattan project

Joan Harris on an unconventional American school

Barely a week before Lady Liberty's 100th birthday, the first graduates of Manhattan's High School for the Humanities celebrated a uniquely American idea in education. It is the first school in the United States or Europe to focus on the humanities, and, in fiercely competitive New York City, it is an academic school with no entrance exam whatsoever. Once students are told the school's rigorous requirements, if they still choose to apply, they are selected by computer, at random.

From its inception to the success of its first graduates, this unconventional school bears the stamp of both new world experiment and the Eighties search for excellence. Principal Milton Silver, an intense man respected for the breadth of his 30 years' experience, believes, as the founding fathers did, that "all citizens are the inheritors of a culture. Every single individual has the right to the kind of education that was

once, in European countries, reserved for the ruling class."

Of the 1,400 students, 39 per cent are white, 28 per cent Hispanic, 23 per cent black and 10 per cent Asian. "When Jesse Jackson was looking for his 'rainbow' school," boasts Silver, "he chose us."

Located in Chelsea, on Manhattan's west side just above Greenwich Village, Humanities is housed in what used to be the Charles Evans Hughes High School, a solid, seven-story Thirties building with stained-glass windows and marble-lined halls. Local residents considered Hughes a scandal. Not only was it an academic ruin,

but it was also notorious for its discipline problems; its own teachers protested by picketing in front of the school. By the time it closed, not a single 8th grader from the junior school across the street would apply. Parents were forced to send their children to private school or to one of the city's exam-entrance schools. But local parents and teachers, in an exercise in participatory democracy, pressured the Board of Education to come up with a redesign that would respect the area with a serious liberal arts high school.

In September 1983, Humanities rose from the ashes of Charles Evans Hughes. In a rare coup, Principal Milton Silver was permitted to choose 50 per cent of his staff. They were then specially trained in summer workshops at New York University where a special curriculum was developed. All this was done with the help of a two-year, \$250,000 grant given by the National Endowment for the Humanities, the largest ever awarded a secondary school. According to Silver, this is one of the few schools where teachers have had a direct say in the planning and curriculum.

The approach is cross-cultural and interdisciplinary, linking English and social studies in a single unifying theme whenever possible. In an advanced course in World Literature, the works might range from Plato, Voltaire, Freud and Lionel Tilling to Dostoevsky, Chekhov, Melville and Joyce. Course titles such as "Man and Machine", "Law and Literature" and "The American Dream" give some idea of the historical/philosophical approach.

But in an era defined by technology, none of this is at the expense of maths and science. Computer literacy (and keyboards) is an essential part of the three-year math and science requirement, which also offers calculus. Within the four-year English and social studies requirement, a heavy emphasis on writing: two writing courses are compulsory, as is Shakespeare. And of the four years of language, one must include Latin or linguistics.

Subjects appear here that don't

two-hour block of time might be needed for literature and social studies on the theme of alienation. Students are warned to expect at least two or three hours of homework each night if they are going to succeed. Those who shirk usually do poorly.

While all this sounds ideal, the experiment is still working out some of the kinks. About 80 per cent of the students failed at least two classes in each cycle during the past year, and those having serious academic trouble are offered "support classes" before and after school.

The emphasis on "support" and "family" helped clear up one of the school's major start-up problems, which, according to guidance councillor Wendy Sands, was a lack of "cohesion" due to the diversity of schools, backgrounds, parts of the city and even the country. About one third come from private schools and boarding schools, while others are less well prepared. A majority come from single-parent households and hold after-school jobs, many out of necessity. Approximately 20 per cent came to Humanities after moving from one divorced parent's home, having decided it was time to live with the other.

Though cohesion is no longer a problem, absenteeism still nags at the administration. About 20 per cent are absent each day, and among that number are some hardcore truants. Some staff members bemoan the loose structure and discipline as the only and obvious impediment to 100 per cent success.

But, whatever wrinkles are still being ironed out, Humanities has been swamped with applications. In the beginning, the school was open to students citywide, but starting this fall, priority will be given to students from District 2, the fashionable upper East side and arts-conscious lower Manhattan (Chelsea, Greenwich Village, Soho and Tri-bee). Otherwise, the egalitarianism of self-selection remains intact.

If the students have any worries about the future of the school, it is, ironically, that without some means of selection, it won't remain special. The principal, though, stands firm by his original vision. "You have by one hard measure of success," he says, "if you've opened the door without screening for the best and brightest, and ensured access and equity to all students, and at the end of a three-year period 80 per cent of them are going to



Graduation celebrations

canned foods and a series of bake sales. Two seniors who received the Humanities diploma actually planned and helped set up an old age home.

In an effort to expose students to more subjects teaching runs in "cycles" of 10 weeks, instead of the usual two or four semesters. The traditional 45-minute period of instruction has also

time. It is a challenge, for example, a thing

ARTS

Literary competition

Competition No 78. Report by Chary-bids.

Competitors were asked for reports from famous authors holidaying in incongruous places.

Your wide assortment of resorts and writers gave me plenty of piquant permutations to choose between. Eliot was far the most determined and far-ranging tourist. He was, true to form, miserable - not merely at the Hi-Di-Hi-type hostelry camp to which several of you took him - but everywhere. "Men cannot bear too much nudity," gloomily observed E O Parrott's T S E at a Nativist Camp - a sombre August truth which, verifiable from Studland to Sorrento, wins him £3. Among other entries (Sylvia Fairley, Anthony Bunting, Keith Bardgett) effectively awaking Eliotian echoes, Bridget Loney's impersonation of Old Possum at the Edinburgh Festival just had the edge and wins her £12.

Benjamin also sprang some surprising holiday ideas. Alanna Blake's unlikely youth-hosteller Laurence (£4) saw:

Muddy fell-boots stain the lobby.
Rucksacks scratch oak-paneled wall.
While the Warden stamps our passes
In the Jacobean Hall.

But it was another implausible hosteller, E A Poe, who, using R D C Whyard as his mouthpiece, wins this month's top prize (£15) with a plaint that moved even such an inveterate Dartmoor-trudger as Charybids to compassion.

The lone Chaucer went to Southend and, in the person of Michael King Macdonald, picks up £12 thereby. I trust he won't emulate his Hell's Angels in the spending of it.

Another popular resort was Bexhill. The Capital of the Costa Geriatrica. Don Marquis's Archy the Cockroach (Jonathan Rhodes: £4) gave a terrifying whiff of its atmosphere:

walking dead ambling down the front
for the Sunday afternoon
community hymn singing
at the de la wart pavilion
wheelchairs trundling down the street
pushed by people who should be in them

All the entries, even the verse ones which faltered technically, gave me pleasure; and A Bradshaw (Defoe at Blackpool), Robert Roberts (Byron at Budleigh Salterton), George Moor (Milton at Epsom), Paul Griffin (Auberon Waugh at Marbella), Bill Greenwell (Shelagh Sassoon at Pontin's), Leigh Hughes (Hopkins at Be-

nidorm), Martyn Berry (G K Chesterton in the Highlands) and William Asbridge (Omar Khayyam at the Blackpool Illuminations) would have been in the prize money in a less competitive month.

Five pounds to John Irwin for some splendidly sombre dialogue between Ibsen and his wife in a dingy Blackpool boarding-house. The scene ends with the Master Plowright getting a fatal attack of the Master Builders and climbing the Tower... A final £5 to Lock Elferich for bringing Thackeray as Mr Timmarsh to his home town of Rotterdam and giving fine vent to that idiosyncratic gentleman's indignation at the price and quality of the beer available.

Edgar Allan Poe on Dartmoor
In hostel cold and filthy, whilst I
pondered outwits heavenly.
There came rain upon each window
and a draught through every door.

Must I don the cagoule vivid and go off
in weather frigid
Where the stormdrops sting the eyelid,
amid many a mile of Moor?
'Tis a misery, I muttered, "for I
loathe the murky Moor
And this walking I abhor."
And within the members' kitchen
antipodean maids were bitchin'
Over who had split the baked beans

from a can upon the floor;
And they sought my food to horror, as
I thought about the horror
Of wandering, full of sorrow,
tomorrow on the Moor:
In that wet and wringing landscape
that the locals call a Moor.
This vacation is a bore.

R D C Whyard

Chaucer at Southend
Bifol that on Late Sumer Holiday,
In Southende, as I wendon on my way,
With blythe and merye herre, alonge
the sondes

To The Kursaal, my fish and chippes
in my hondes,
An hundred Helles Angels gan to
rustle.

Thogh clenynesse heid they nat
Hir engynes shoon us to silver lyk,
A shiken byker and a clype byk,
They raved and pouped and swore with
swich stevene

As wolde they nungels awake in
hevene.
And when they thurgh the stretes gan
to ryde,

Olde ladies maked they to kepe asyde.
Potte they smoked, and drinken over
hir myght.

Which caused hem with others for to
ficht.
They vomyted with superfluitee.
Me thoughte they been a myrre

crowde, pardee.
Michael King Macdonald
T S Eliot at the Edinburgh Festival
August is the cultural month, bringing
Fireworks into the dull north, filling
Old plots with new words, mingling
Symphony and revue.

To Scotland then I came

Raining raining raining
And cold comfort I have of it:
The halls cramped and the seats hard,
And the Shakespeare still defective
In correlatives objective.

Shall I view Impressionists?
Should I amble round the zoo?
(Macavity and Skimbleshanks
Are off to the Titlons.)

This is the way the critic ends,
Not with a song but a sinner.
Bridget Loney

Competition No 79. Set by Scylla
Fortunately many great novels have
survived despite an initial rejection by
a publisher's reader. May we have an
imaginary extract from a damning
rejection report on either *Oliver Twist*,
Wuthering Heights, *Cranford*, *Kim*,
Brigade Rock, or any other equally
famous novel? Limit 140 words. Closing
date September 17.

Festival

Birmingham Youth Theatre and the Midland Arts Centre in Birmingham, play host next week to 250 young people from all parts of the country in the 1986 National Festival of Youth Theatres.

In addition to company performances, there will be morning workshops in improvisation, circus skills, movement, puppetry and TIE which will allow members to broaden their range of skills and, hopes administrator Sheila Whitley, "gain fresh insight from working with new people".

Plays to be performed include Bertolt Brecht's *St Joan of the Stockyards* (Devon Youth Theatre), and *One Way Shuffle* (Wakefield Youth Theatre), written by a young member of the company; Gary Sanderson. It explores the effect of gaming machines on the lives of two people, while Mike Kalemkantan's play for Triangle Youth Theatre looks at the individual problems which 13 young technical college students bring into the examination room with them.

Ted Hughes' adaptation of Seneca's *Oedipus* is the contribution from Cheshire Youth Theatre while Birmingham field a double bill of two short pieces and a new play written for them by Mustafa Matura. *Welcome Home Jacko*. There are performances too from Upstart, based at Liverpool Playhouse, and the National Youth Theatre.

Ann FitzGerald

Radio

Honeyford in the chair

The idea was irresistible: Ray Honeyford in the Psychiatrist's Chair. As it turned out, it was indeed a fascinating programme (produced for Radio 4 by Michael Ember) and infinitely more illuminating than most of what was written in either the popular or serious press at the time of the row about this former Bradford headmaster.

The series, in which Dr Anthony Clare comes "face to face" (remember the phrase?) with different individuals has quickly gained a very high reputation, perhaps because even those who have never heard it enjoy the thought of eavesdropping on consulting room indiscretions. In practice these are really rather rare, so the listener cannot help wondering whether the "patient" (even if he is being paid rather than paying to be there) has the right of veto over what gets broadcast.

Just what lengthy silences and what polite (or turbulent) evasions end up on the editing room floor? The result is, in fact, simply an interview. Even Clare refers to it by this term. But, perhaps because he is allowed to ask much longer questions than are most interviewers, and because it is unedited and uncensored, it is considerably more instructive than most so-called interviews.

What emerged was that Mr Honeyford is very much aware of having

come from what he described as a slum area and of being largely self-educated (Clare by correspondence course) and of encountering "the world of ideas" in the *Manchester Guardian*. Indeed, there were moments he sounded as if he were auditioning for a part in a Richard Hoggart survey of the Fifties. Pressed about whether he was ambitious, he became momentarily lyrical as he recalled his Catholic mother's pride (and possibly his own) in the fact that he went to a school where you wore "a uniform and a cap and a badge on your pocket".

What also clearly emerged was a liking for the logical: "I hope I have a reasonably rational mind." When Dr Clare suggested some matters require a more emotional response, Honeyford wanted to come at the issue from another angle, a point which he comprehended. Clare's reply: "He accepted he was stubborn. He also admitted what was a crippling handicap for a headteacher. He finds large groups of people inhibiting and intimidating."

On the question of race, he obviously rejects any form of cultural pluralism and believes integration is vital - for the benefit of both the ethnic communities and the indigenous one. He held up the Jews as an example of a group who had successfully integrated

themselves into society. He also stated, without qualification, that "Black children are working class children" and saw their only hope as to become middle class. He seemed genuinely concerned that they should succeed in this - but not at the expense of "Englishness". He also believes that we must be able to criticize ethnic minorities and their backgrounds, cultures and histories, just as it is "perforated" for them to criticize English ones.

He is obviously totally sincere and entitled to his views. What is worrying is how he ever seemed to have the qualities for such a post and why he chose to write for the *Salisbury Review*. To the latter, his intriguing answer was, "I wanted to say something and say it quietly."

NYT talk

The 30th anniversary of the National Youth Theatre was celebrated on Radio 4 last Monday in *When Youth and Pleasure Meet* in which its founder and director, Michael Croft, chatted about its early days. It grew out of a short tradition of school plays at Alleyn's School in South East London of which the headmaster disapproved "because they upset the even running

of the school".

When Croft gave up teaching, the boys wanted the plays to continue and so was born the National Youth Theatre. The early tradition of all boys Shakespeare developed to include (if not exactly to embrace) girls and the newer traditions of modern large cast shows began when Peter Terson wrote *Zigger Zagger* in 1967.

If the programme was quite frankly an unorthodox celebration, it was nevertheless very interesting to be reminded that 30 years ago there was almost no youth theatre and to hear of the educational world's early disapproval. Those were the days when creative drama and improvisation were the exclusive fashion. Croft also had the imagination to tape record some of those first productions and these recordings punctuated his memories, allowing us to hear excellent work from the teenage Helen Mirren and Diana Quick and especially Martin Jarvis, precociously sure-footed and funny as Henry V wooing his French princess.

The programme was followed by present-day members of the NYT in *Terson's Good Lads at Heart*. Both Michael Croft's talk and the play are repeated tomorrow afternoon on Radio 4 at 2pm.

David Self

definitive children's theatre The Stage
a tour of
DAVID WOODS
The Old Man of Lochnagar
A musical play
Based on the book by
H.R.H. THE PRINCE OF WALES
Published by Hamish Hamilton

SEPTEMBER	ABERDEEN EDINBURGH DARLINGTON PLYMOUTH	His Majesty's Theatre King's Theatre Civic Theatre Theatre Royal	0224 641123 01225 525024 0325 406554 0752 566635
OCTOBER	MANCHESTER NOTTINGHAM HULL NOTWICH	Palace Theatre Theatre Royal New Theatre Theatre Royal	061-236 9122 0522 472353 0482 20483 0602 668205
NOVEMBER	NORTHAMPTON LONDON GLoucester OXFORD	Darlington Theatre Savoy Theatre Phoenix Theatre Theatre Royal	0604 24811 01276 5916 01222 7400 0223 552000
DECEMBER	GLoucester OXFORD	Phoenix Theatre Theatre Royal	01222 7400 0223 552000

VANESSA FORD PRODUCTIONS CLASSICAL SEASON
presented in association with Theatre Royal Plymouth
NIGEL DAVENPORT
WILLIAM SHAKESPEARE'S
KING LEAR
Directed by Peter Dees
Designed by David Collis
JOHN ENGLISH as Edmund JOHN WARNER as The Fool

OSCAR WILDE'S
THE IMPORTANCE OF BEING EARNEST
Directed by Roger Redfern
Designed by David Collis
JOHN FINCH as John Worthing

PLYMOUTH	Theatre Royal	Weds 8 Sept Weds 15 Sept Weds 22 Sept Weds 29 Sept	107931 604646 (0429) 888883 (0429) 888883 (0429) 888883
BIRMINGHAM	Forum Theatre	Weds 8 Sept Weds 15 Sept Weds 22 Sept	(021) 649 1881 (021) 649 1881 (021) 649 1881
GLoucester	Phoenix Theatre	Weds 13 Oct Weds 20 Oct	(0223) 552000 (0223) 552000
GANTHERBURY	Malvern Theatre	Weds 27 Oct (0227) 57816 Weds 3 Nov (0191) 288282	
MANCHESTER	Palace Theatre	Weds 10 Nov (0161) 708 1858 Weds 17 Nov (0161) 708 1858	
LIVERPOOL	English Theatre	Weds 17 Nov (0229) 888883 Weds 24 Nov (0229) 888883	
OXFORD	Theatre Royal	Weds 24 Nov (01865) 2445475 Weds 1 Dec (01865) 2445475	
BRADFORD	Albany Theatre	Weds 1 Dec (0247) 754947 Weds 8 Dec (0247) 754947	

PLUS Shakespeare's JULIUS CAESAR & Graham Aske's SHAKESPEARE THROUGH THE LOOKING GLASS

VANESSA FORD PRODUCTIONS PRESENTS
WESTMINSTER PRODUCTIONS ALDERBORTH PRODUCTIONS
THEATRE ROYAL PLYMOUTH
DAWN TREADER
Directed by Peter Dees
Designed by David Collis
JOHN FINCH as John Worthing

THE VOYAGE OF THE
DAWN TREADER
Directed by Peter Dees
Designed by David Collis
JOHN FINCH as John Worthing

THE LION AND THE WITCH
AND
THE WARDROBE
by C.S. Lewis
"GLORIOUSLY THRILL-PACKED
FANTASY ADVENTURE
SUPERBLY ADAPTED"
Jack Taylor, Daily Mail

BATH	Theatre Royal	Weds 15 Sept Weds 22 Sept Weds 29 Sept	01224 656663 01224 656663 01224 656663
BIRMINGHAM	Forum Theatre	Weds 15 Sept Weds 22 Sept Weds 29 Sept	021-236 9122 021-236 9122 021-236 9122
GLoucester	Phoenix Theatre	Weds 15 Sept Weds 22 Sept Weds 29 Sept	0604 24811 0604 24811 0604 24811
MANCHESTER	Palace Theatre	Weds 15 Sept Weds 22 Sept Weds 29 Sept	061-236 9122 061-236 9122 061-236 9122
NOTTINGHAM	Theatre Royal	Weds 15 Sept Weds 22 Sept Weds 29 Sept	0522 472353 0522 472353 0522 472353
HULL	New Theatre	Weds 15 Sept Weds 22 Sept Weds 29 Sept	0482 20483 0482 20483 0482 20483
NOTWICH	Theatre Royal	Weds 15 Sept Weds 22 Sept Weds 29 Sept	0602 668205 0602 668205 0602 668205
NORTHAMPTON	Darlington Theatre	Weds 15 Sept Weds 22 Sept Weds 29 Sept	0604 24811 0604 24811 0604 24811
LONDON	Savoy Theatre	Weds 15 Sept Weds 22 Sept Weds 29 Sept	01276 5916 01276 5916 01276 5916
GLoucester	Phoenix Theatre	Weds 15 Sept Weds 22 Sept Weds 29 Sept	0604 24811 0604 24811 0604 24811
OXFORD	Theatre Royal	Weds 15 Sept Weds 22 Sept Weds 29 Sept	0223 552000 0223 552000 0223 552000

RESOURCES

notes

WILDLIFE GARDENING

An information pack for schools and community groups on wildlife gardening, which is designed to show what can be done in the way of practical conservation in areas such as school grounds, is now available from the London Region of the British Trust for Conservation Volunteers.

Costing £2.50, the pack gives easy-to-follow guides on how to set up and manage projects together with information on how to obtain finance for the projects. It is available from British Trust for Conservation Volunteers, 80 York Way, London N1 9AG.

LANGUAGE AND CAREERS

The Centre for Information on Language Teaching and Research has produced a languages and careers information pack for the use of teachers, advisers or careers officers. It provides up-to-date information on languages and careers by means of a teachers' guide, booklets showing case studies, browsing material for pupils, information on videos publicizing languages, and careers and statistical information about career openings.

Further information about the pack is available from CLT, Regent's College, Inner Circle, Regent's Park, London NW1.

SNAKES AND LADDERS

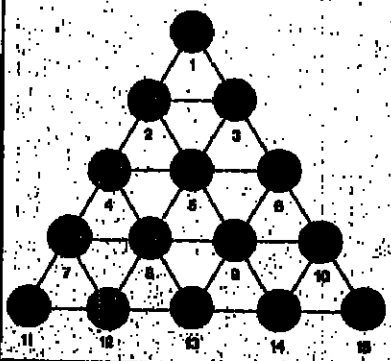
"Snakes and Ladders 86/87" is a comprehensive diary of play, leisure and educational activities for children and their parents. It is produced and published by Westminster Play Association, an organization professionally involved in the provision of play, leisure and recreational activities for children who live in the City of Westminster. Most of the entries in the diary are visited regularly by WPA groups to ensure that the information included in "Snakes and Ladders" is relevant and accurate.

It is available, price £1, from the Westminster Play Association, 147 Church Street, London W2 1NA.

NUMBER CORNER

"Number Corner" is a monthly magazine produced by Keesing (UK) Ltd, designed to be a useful source of material for the mathematics classroom by emphasizing the value of numerical puzzles. The puzzles, mainly based on numbers and suitable for 9 to 16-year-olds, have been tested by various groups who have found them an easy way to practise basic skills and increase mathematical competence.

The magazine is available on annual subscription from Keesing (UK) Limited, Somers House, Lifford Corner, Redhill, Surrey RH1 1BB.

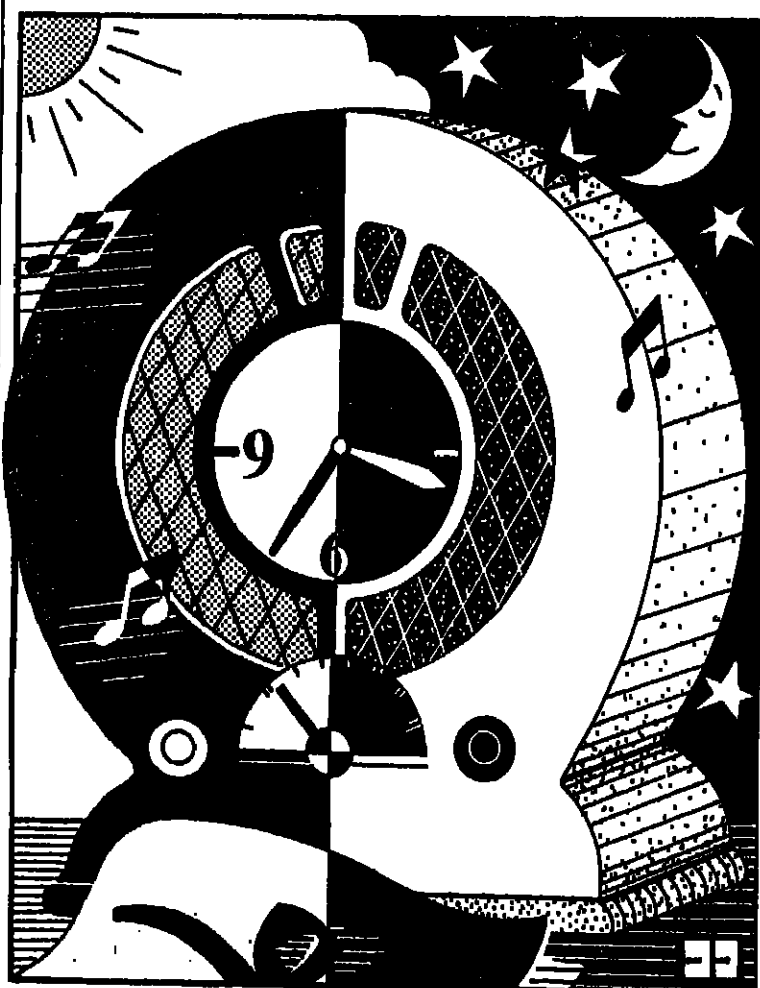


EALING ABBEY GOSPEL COMMENTARIES

G.O.S.E. (1987) Religious Studies Teachers' Resource Material. Twelve Audio-Cassettes (each) text & commentary by Dom Bernard Orchard O.S.B. Available from: Ealing Abbey, London W5 2DY. Tel: 0181-840 540; also St Mark's Gospel, £3. A Series recommended by Cardinal Hume.

Nightwatch

Nick Baker on time switches for recording radio programmes



Much of the BBC Education radio output – particularly programmes for secondary schools – is broadcast between 12.30 and 1.10 at night. In order to record these programmes without burning the midnight oil, your school needs a time switch. In fact, with the emphasis increasingly placed on using tape-recorded programmes rather than "live" broadcasts, time switches can be useful for taping school radio programmes irrespective of the time they're broadcast.

The *modus operandi* is simple. You buy a device that looks a bit like an electrical adaptor, which plugs into an ordinary power socket. This "time switch" has its own integral clock mechanism and can switch on and off automatically, to turn table lamps on and off in the hope of deterring burglars from entering unattended houses.

If you want to use one to record a radio programme, set the timer and plug it into the socket, then press the start and record buttons of your (unplugged) radio cassette, making sure that it's tuned to the appropriate station, and that it's got a C90 cassette in, ready to record. Then plug the radio cassette into the timer, leaving it to do the rest. It's probably wise to allow one or two minutes' leeway before and after the broadcast, just in case the clock isn't exactly adjusted to Big Ben. The broadcasts never exceed 40 minutes – in other words five minutes less than one side of a 90-minute cassette.

Before rushing out to buy one of these labour-saving gadgets, take heed of three warnings. First, it may be worth while scouring the school to make sure that there isn't one already, left in a cupboard or consigned to an irrelevant task. Recent BBC research showed that in some schools this was the case. One time switch was being used as a fish tank accessory.

Second, make sure that a time switch will actually turn your equipment on from the mains. More modern, hi-tech radio cassettes have what's known as "logic control". This means

that the start and record buttons are activated by touch-sensitive buttons, rather than those which can be depressed with a tangible and audible click. Often this sort of equipment can't be set to record without the mains being on, so a time switch won't work. Some of the posier machines, though, have their own integral timers, just like video recorders.

The third warning concerns what type of timer you look for. There are two kinds, one operated by little pegs placed round a 24-hour clock face at either half or quarter-hour intervals. These may be good enough to deter burglars or switch on your electric blanket, but they're not accurate enough.

You might just squeeze in the 40 minutes with a *Superswitch* timer (around £18), which has intervals of a quarter of an hour, but in order to do so you'll probably need to use a C120 cassette (ie one hour per side) and you'll have to give a lot of leeway both before and after the broadcast.

What you should look out for are timers with electronic digital clocks; these are highly accurate and fairly easy to operate. Smiths Instruments make a high-specification model with 98 programmes in a choice of two patterns, at about £25. It's overqualified to be used solely as a radio recording device, but good value if you've got other applications for it.

The most appropriate time switch for the job is the *FM Metamorph* T37 with six memories and three on/off settings. An identical model was made by Tek, but production has now been taken over by FKL, who will guarantee the old, more or less identical Tek version. These can be found for as little as £17.50.

If all else fails and you miss a School Radio recording for some reason, you can get a copy of the programme you want from the BBC Emergency Cassette Service, Centre for Educational Technology, Civic Centre, Mold, Clwyd CF7 1YA (tel: 0352-55105, ext 262) for £5 per cassette.

In "Your Life, My Life" family relationships are illuminatingly explored in poems by William McEwan, Liz Lochhead or Theodore Roethke. The pieces on school days come from sources as diverse as Edna O'Brien and John Mortimer.

"Fair Play" asks challenging questions about the motives of crime and its consequences both for society and the individual. The anthology draws on a wide range of sources including newspaper surveys and articles, as well as fictional writing.

The course offers a wealth of opportunities for developing language skills and particularly the oral skills demanded by GCSE. The authors have provided a summary chart of the "receptive and expressive" skills each activity aims to engender. These include obtaining and conveying information, grasping and expressing ideas and feelings and evaluating attitudes, characters and arguments.

The tape for "That's Entertainment" offers many opportunities for oral work with a vivid account of a boy's first morning at camp, as well as a good dialect piece from Stephen Mulrine's *A Guide Book*, and some sporting sound effects, useful for dramatic as well as written work.

That's entertainment

Mary Cruickshank reviews a new English course for secondary schools

Core English

A five-part English teaching series. Anthology £1.95; teacher's notes/activity sheets £19.50; cassette £7.95; evaluation pack (brochure and anthology only) £1.95. Heinemann Educational Books.

Core English is a five-part English teaching scheme for first to fifth formers, compiled by a group of secondary school teachers in Scotland. Each stage is built around a broad theme and is presented in three parts: stories and drama; prose, short stories and drama; a full, A4 loose-leaf file of teacher's notes and class activity sheets, based on the anthology; and a cassette tape, which includes items from the anthology as well as further variations on the theme.

From a practical point of view this framework has enormous advantages in terms of flexibility. The activity sheets can be freely copied and matched to a class's tastes and interests – and the themes are wide-ranging enough to be used selectively in a variety of contexts.

"That's Entertainment" is the title of the first stage for 11 to 12-year-olds. The other themes for 13 to 14-year-olds are "Your Life, My Life" (on different life-styles and experiences) and "Fair Play" (on aspects of justice); and for 15 to 16-year-olds "Feeling Different" (on being an outsider) and "Out of this World" (science fiction, fantasies and the future). However, the great strength of the series lies in the quality of the material in the anthologies and particularly the inclusion of many extracts from popular children's fiction.

There is little danger of the themes becoming tedious or overworked. "Entertainment" in the first volume is interpreted in its broadest sense, covering factual accounts of the history and an extraordinary piece from the *Radio Times* about a stunt man. Parties are well-covered in Bilbo's festivities from *Fellowship of the Ring*; or Ogden Nash's parent's view of a children's party and John Betjeman's painful *False Security*. There is also much useful material for marking anniversaries.

The tape for "That's Entertainment" offers many opportunities for oral work with a vivid account of a boy's first morning at camp, as well as a good dialect piece from Stephen Mulrine's *A Guide Book*, and some sporting sound effects, useful for dramatic as well as written work.

Reading between the lines

Tadpoles

Four theme packs: Animals; Family; School and Food. Each pack comprises one Big Book, three small copies of the Big Book, four story books, (three copies of each); cassette and teacher's guide. Price £24.95. Croom Helm Publishing, 271-273 King Street, London W6 9JZ.

Those packages are intended to support and enrich other reading activities in mixed-ability classrooms. The chosen themes are those often used by teachers of young children who will appreciate the advantages of very simple books which impart information through stories.

It is a difficult area in which to succeed, but Tadpoles provides useful, relevant and realistic resources for the infant/junior classroom. The books are only eight or 16 pages long, colourfully illustrated, and often have



a funny text. Each of the narratives will provoke an abundance of discussion because they are all associated so closely with children's own happy and worrying experiences. The audiocassette provides lively, clear reading of the books. One side relates the story in the Big Book, four times, once as a straight reading, then a music-along, and finally the sing-along. This side of the tape would require careful preparation and could be a

not all be used in one session. The rhythms are particularly difficult and children will not find reading to the music easy, but the teacher's guide does warn that to do it the children will need to be very familiar with the story. The reverse side of the tape carries the other four stories.

If each pack is to be used to support a class theme, then teachers will need to label the sets immediately. There is absolutely no indication on the books to denote where they belong. The cost of each Tadpoles pack does seem to be excessive; perhaps this could be reduced if less money was spent on the packaging. If the books are kept in the pack provided, they would not be easily accessible to children, so inevitably most teachers will discard it. Nevertheless, Tadpoles provides an interesting and flexible resource and will be particularly enjoyed by those who understandably have a high opinion of Story Chest.

Songtree

Birds and Trees, Westonbirt in Winter. Audio-cassette £3.25. Sounds. Natural, Upper End, Fulbrook, Nr Burford, Oxford OX8 4BX.

In this programme Ken Jackson accompanies the arboretum officer, Les Pearce, and naturalist W.D. Campbell for a winter walk in the snow-covered Westonbirt arboretum. During the walk they discuss the trees and birds around them.

In the course of 26 minutes we hear the calls of over 18 bird species and the group discusses trees ranging from beech and birch to willow and the Montezuma pine. The comments of the "expert" naturalist put the living into context and the talk on trees will kindle enthusiasm among children. The arboretum, run by the Forestry Commission and situated near Tetbury in Gloucestershire, is open from 10.00 am all year round.

Betty Root

John A Barker

Sand, silt & clay

Soil Analysis. Disc for the BBC Micro, RML 380/480Z and Apple £15.95+VAT; Network versions £25.95. Longman Software, Longman House, Burnt Mill, Harlow, Essex CM20 2JE.

This program is designed to supplement the traditional teaching about soil and its properties to students following combined science, biology or environmental studies courses from the ages 12-17 years. The notes make it clear that the simulations are aimed to reinforce and extend the standard school laboratory experiments but not replace them and that students should be familiar with some of the experiments before using the program. The program uses keywords which makes it easy to operate.

In any run of the program you can study the air content, drainage, capillarity and leaching effect of three types of soil. These types can be drawn from a program list or constructed as desired or personal data entered which simulates local soils, or indeed a mixture of these can be used. The student's notes are extremely well written and I do not think there would be any problem, after a short introduction, in pupils being able to use these as they stand.

The program itself is somewhat repetitive in its presentation which simulates the standard experiment for each case and then displays appropriate results. However, the tedium of having to sit through countless reruns can be eliminated so that you can get directly to your results.

The program also gives you the opportunity to change some of its data items so that you can set up the program to respond to local conditions. For example you could replace the original statement of "silty loam" and its percentage values of sand, silt and clay with "playing fields" and the appropriate values. In this way the program can become more personalized – a nice touch I think.

Although repetitive in its display this program does have some potential. It provides the means to complete a number of calculations quickly and painlessly and will, I feel, enhance the understanding of the influences of soil types on air content, drainage, capillarity and leaching effects. However, the last words must come from a few of its potential users. "For various reasons, usually economic, we are restricted in what practical work we can do in biology and this is one of those experiments which we can carry out easily and cheaply – so why computerize it?" "You are really only going to use this program if you decide to study soil as a major topic. Possibly the only useful part is where you can type in your own values for sand, silt and clay and it will tell you what type of soil you have – but is that worth £15.95?"

My thanks go to Hayfield School, Doncaster for their comments on this software.

bits

NEW PRESTEL TARIFF

Prestel is to introduce a single subscription charge for its education service to replace the existing annual subscription.

As from September 27, £192 will secure a year's unlimited use of Prestel for schools, local education authority advisers and teachers' centres. The new tariff does not include the cost of a local telephone call to connect with the Prestel system or any frame charges.

Further details from Lin Peters, Prestel Education (tel: 01-822 1012).

PRIMARY SOFTWARE

Five to Twelve, the specialist suppliers of educational software to primary schools have just expanded their catalogue. Titles from over 30 software publishers are now available from Five to Twelve, 2 Church Street, Seaford, East Sussex BN26 1AD.

RESOURCES/SOFTWARE

TAKING STOCK

Mel Parker tries out a new comprehensive package of business programs

Business Computing. Eight discs for BBC Micros £150+VAT. Quay Software, 41 Southampton Road, Lymington, Hampshire SO41.

What an excellent suite of materials. A comprehensive assemblage of software. Eight discs in all provide programs for a very wide range of business applications: Database, Payroll, Sales Ledger and Invoicing, Stock Control, Spreadsheets, Wordprocessing and Graphics.

The authors include comprehensive explanatory notes for both student and teacher. Simply follow the notes, issue the commands, have the students work through the exercises. There is even overhead projection material ready for the teacher to use.

There is a substantial amount of flexibility in the use of the suite because, although highly integrated, elements can be used in or out of the sequence in which they are presented in the pack. It is also possible to use the material elements as free-standing modules. All programs are user-friendly and work successfully on standalone or networked micros.

Have we then arrived at a state of grace? Well, not exactly. What we have here is the material and substance of a start position, an introduction to computers in business. However, a price is paid for maximizing accessibility and the chances of success on the part of the student. The price is the simplification of programs and the limitation of their facilities. Arguably this is only the equivalent to the

restricted commands introduced at initial stages of computer appreciation, but this constraint could undermine the usefulness of the software where studies are intended to proceed beyond the initial stages, for instance, the wordprocessor does not meet Pitman or RSA examination requirements. A change to more powerful programs would be necessary.

On another tack, those expecting the Graphics program to give screen dump of data from the Spreadsheet or a statistical input will be disappointed as it is actually a means of drawing on the screen.

The modules are uneven but fully support the purpose of the package. It certainly is possible to use them outside the exercises given and to add supplementary or additional work. The Sales Ledger and Invoicing is realistic and would lend itself to mini-company accounts as would the personnel record Payroll. Equally, important precedents, rules, methods and their linkages with subsequent processes are clearly established. For example, in a wholly rational way, the Database explains the difference between string and numeric fields and the importance of differentiation when subsequent calculation takes place.

Do the inbuilt limitations represent a serious problem? Certainly there are integrated business software packages that offer the features of Quay to a lesser or greater extent but at the same time are possessed of a degree of sophistication that makes them useful over a wider range of teaching. There are also programs which, while being restricted to only one of the modules,

for example Payroll programs, also have a full set of explanatory teaching notes and assignments.

It would be for the individual institution to evaluate their position taking into account relative costs. Certainly viewed from some aspects, this package is not cheap. At the same time the facilities Quay incorporate and the type of course it is intended to use it on will need careful thought. As an introduction to the computer in business it is very effective. It also eliminates the need for the teacher to write support material. If advanced work is intended then further software with more facilities will almost certainly be needed as Quay do not pretend to go this far. Can you afford two sets of programs? What problems will be generated by the need to re-orient, even retrain students to the higher level software?

All material in the packs are intended for copying to the student and freedom of use within this remit is permitted. Quay license the use of their software to local education authorities and Department of Education and Science support can be obtained for this.

A final comment. Those members of staff attending the demonstration clamoured for the purchase and adoption of the software. This included staff with little previously demonstrated aptitude on microcomputers. Uses for Quay Software, integrated to course elements not previously incorporating microcomputers, are enthusiastically being generated. It is expected to repay investment in its cost in staff development costs alone.



Doers of mighty deeds

Wulfstan's Wordboard. Disc for all BBC Micros. Disc, photocopy masters, poster, story book and teacher's handbook £17.50+VAT. Wordweb. Disc, for all BBC Micros. Complete pack of master disc, four theme discs and teacher's handbook £29.95 + VAT; discs also available separately. ESM, 32a Bridge Street, Cambridge CB2 1JL.

Wulfstan the Wordboarder, "traveller to many lands, maker of marvellous things, doer of mighty deeds", is also keeper of a crystal cube which allows him to speak to children, cross the centuries and take apprentices in the arts of Anglo-Saxon poetry and storytelling. This attractive prospect is supported by interesting graphics and an efficient and friendly system of keeping track of children's progress, but it gives children enough to do.

The first is to name 10 items from a poster depicting Wulfstan's Great Hall, to compare the outcome with Wulfstan's own names for the same objects, and then to define three words from the user's list. This may seem reasonable until one finds that Wulf-

stan's word for a helmet is simply "helmet", and reads his rather obvious description of it as an article "as large as a man's head", which protects the wearer from "sword-blows, axe-blows and arrows". "Bed-places" and "dried meat" are no more inspiring, while the spelling and detail when compared with real Viking and Anglo-Saxon artefacts such as the Yorkvik helmet.

The remaining tasks are to write a story based on exploration of a simple outline map, and to compose a poem in the style of "Beowulf". Preparatory work is provided in both cases, but the computer's manipulation of words which children are thinking of using in their poem is the only feature which shows any advantage over conventional teaching methods. This is disappointing, as the idea of Wulfstan as a focal point for work on Anglo-Saxon life and writing is appealing, and might have resulted in a really useful program given a broader range of work, id better documentation.

Wordweb, which was produced in an attempt to develop a sense of the meaning of everyday words in different contexts. An additional aim is to lead children to seek meaning through words as well as pictures, by ensuring that they can only reach the

illustrations by calling them up from the text. The program offers four files of words and pictures, covering "The Street", "The Farm", "The Home" and "The Zoo", but these cannot be extended or altered.

The operating procedure takes some time to get used to, but there is a real problem in the program's graphics, which are often insufficiently detailed to convey the levels of meaning intended. This reflects the limitations of the BBC computer in handling graphics and text simultaneously, and may eventually be overcome by the use of more sophisticated hardware. Some of the existing displays, such as the crocodile or "Granny sleeping in her bedroom", require clear understanding of the text in order to make sense of the illustration, an outcome which destroys the point of the program.

It is impossible to know how far Wordweb's effectiveness is improved by the support provided by the authors in their school, but a good deal of work is required before it can safely be recommended for general use. Teachers who are interested in this area may find that *Prompt*, which, like both of these programs, was sponsored by the Microelectronics Education Programme, offers them greater flexibility and scope.

John Bald

Female cycle

Clive Ople reviews a program on human reproduction

Repro. Disc for the BBC Micro, RML 380/480Z and Apple £15.95+VAT; Network versions £25.95. Longman Software, Longman House, Burnt Mill, Harlow, Essex CM20 2JE.

The intention of this program is to model the human female reproductive cycle and the changes that occur within it. The program uses keywords (a standard feature) which are easy to follow and simple to use.

The program is in three parts. The first uses an animated display screen to show changes in the uterus, ovaries and oestrogen/progesterone levels, either separately or in any combination, for each day of the cycle. On the same display the "on-rising" temperature for each day is shown in a box. If the program is just allowed to run through a cycle it is almost impossible to correlate any change occurring with an appropriate day. The use of the spacebar, which allows you to stop the display on any day you choose, is essential.

The hormone levels are represented as a varying bar chart with an apparently common y axis but, as they are not measured in the same units (according to the teacher's notes), the significance of the bar chart seems somewhat tenuous. Throughout the cycle you can introduce spermatozoa and if the right day are chosen, fertilization takes place and implantation of the egg into the uterus occurs. Continuation of the cycle can then be carried out for a further month and appropriate differences from a non-pregnant cycle observed. I am at a loss as to why, when the uterus lining is shed, the screen seems conveniently to lose the lining into thin air. Surely it would be more realistic to show a vaginal discharge, ie menstruation.

The second part simply displays a graph of "on-rising" temperature change throughout the cycle. The graph, although labelled, can only provide the overall pattern of change but it does do this quite well. Again you can introduce spermatozoa and if fertilization occurs a continuation into a further cycle shows the differences in temperature which follow this event.

The third part displays two graphs of hormonal changes, one of oestrogen/progesterone and the other of FSH/LH levels. These graphs are not easy to interpret and as before the graph of oestrogen/progesterone is meaningless as they are measured in different concentrations. In one stage values of the plots pointed for these graphs are provided. A comment from a biology teacher was "Why do they give you values? They are not necessary to know, even at A Level. This part is really only for the more able students and I'd rather provide them with graphs from a book – it would be much easier to follow".

I am not convinced that this piece of software will be of any real educational value. I certainly don't believe, and I quote from the teacher's notes, "The animated display could be useful to any age group from 9-15 years". Students' notes are provided but are not ideal and the teacher's notes really only emphasize the limitations of the program, eg not every female has a regular cycle. In conclusion comments from several teachers strongly suggest that a colourful video and text book would be more useful.

My thanks go to Hayfield School, Doncaster for their comments.

MEDIA

Order out of chaos

From state control to sheikh control—Robin Buss previews Channel 4's latest series on oil



Janine Wiedel

Oil
Channel 4, Mondays 10.00pm
From September 8.

"People who know how much they're worth, generally aren't worth very much," Bunker Hunt remarked, before his present troubles, showing what distinguishes oil men from the common herd and oil from the more mundane commodities described in another recent Channel 4 series. Oil is different. Oil is power. There are no soap operas called *Havana* or *Harare*.

Messy black stuff when it comes out of the ground, long used by Red Indians for medicinal purposes, it can be refined into pure energy. John D Rockefeller realized that the secret is not in finding, but in transforming and transporting the liquid. The first part of Ted Rockefeller and Bjorn Nilsen's series seems content to accept Rockefeller's own estimation, that his ruthless drive to consolidate the downstream sector of the US oil industry was merely a case of bringing "order out of chaos". The Supreme Court, like the American public, felt that his methods were inconsistent with the spirit of free market capitalism, so Rockefeller ("God bless Standard Oil") turned to private charity on a continental scale, while the Standard Oil empire was fragmented into 34 thriving subsidiaries.

Rockefeller, meanwhile, hired a public relations consultant who, as the excellent archive footage in programme 1 illustrates, made a fine job of repainting his image. Together they also did wonders for the game of golf.

The eruption of the great gusher at Spindletop in 1901 was symbolic: oil was too important and unpredictable a commodity for control to be left entirely to market forces. The answers were state control (archive material from Baku shows the birth of an oil industry that has been as discreet as others have been flamboyant), sheikh control (we

catch Yamani at home in programme 4) and the Rockefeller solution, which led to the notorious Seven Sisters, the major companies that dominated the world industry in the postwar period. So, from time to time, order was brought out of chaos. But some of the cowboy spirit flows down from the wellhead. The "majors" in their day treated the producing countries very much as "minors", sometimes condescending to talk to the heads of state in the countries where they operated. Anthony Sampson calls Sir Henri Detering "a brigand who was an oil man of genius", and with a cast that also includes Rockefeller, H.I. Hunt and T Boone Pickens, it would be hard to tell a dull story.

The series, a co-production of Grampian Television and the Norwegian NRK, promises a wealth of anecdote and archive, supporting rather less profound analysis. The book that accompanies it follows the same pattern: easy to read, it does not pretend to be more than an introduction to a vast subject and includes two solid pages of suggestions for further reading.

As the inhabitants of an oil-producing country, we can hardly remain indifferent to some of the implications of this story. An oil well at the bottom of the garden was no guarantee of fortune, even in the early years, as Patillo Higgins, Colonel Edwin Drake and many others discovered; and the commodity that brought power and wealth to desert sheikhdoms has been an unmixed blessing for every oil producer.

Channel 4 is also broadcasting "Deep Trouble", in its science strand *Equinox* on September 11, on North Sea exploration, to tie in with the series (see Briefings).

Oil: The Price of Power, edited by Adrian Hamilton, published by Michael Joseph/Rainbird, in association with Channel 4, £12.95.

Brush up your languages

Brian Hill looks at this term's modern language series from the BBC.

Although teachers of modern languages are faced with a touch of chaos in much of the output from the BBC's Continuing Education department, there are a number of new programmes for schools which are being broadcast next term. The TV series *Mach's gull* (Fridays, 9.35 from November 7) is designed to build on the basic skills featured in *Alles klar*. A lot of the film was shot specially on location in Austria; other sequences have been adapted from last year's *Treffpunkt Österreich*.

Mach's gull provides listening comprehension practice with particular emphasis on social language - "get well" wishes, expressing opinions, getting help or asking politely for clarification. It is more structured than its French counterpart, *Dés le début*, and each programme has a theme - shopping, eating and drinking, making arrangements, socializing and describing things. Locations vary from markets to airports; mountains to homes. The sequences are presented and interpreted by Paul McDowell and two young Austrians.

German teachers worried about tight exam schedules should still find these TV programmes useful, since all the excerpts and themes were chosen after close analysis of a variety of GCSE syllabuses and the themes have been tightly coordinated to support and illustrate the sort of questions being set in exams.

Also geared to help with exams, but at A level, are four new programmes from *Soufflé Radio* in the *Deutsch für die Oberstufe* series (24.30, two programmes per night, October 6-10). Programme 7, taken in look at the relationship between politics in Germany and the mass media, with some particularly interesting insights into the structure of television. Programme 8 asks about career prospects for young graduates, while 9 and 10 reflect current affairs with *Nachrichten* and *Tagesschau* and a programme on people in the headlines.

For teachers of French, the only new programme this term is *Horizons de France*

(24.30, daily from October 20-24). These 50-minute programmes are designed to provide listening comprehension material for pupils in the final year of their preparation for the GCSE. There is more emphasis this time round on unscripted interviews with an abundance of authentic spoken French.

Programme 1 looks at young people in France, introducing a number of interviews about their daily lives, their hopes and fears. Then come two programmes contrasting town and country life, showing how some communities have been able to adapt readily to new ideas while others cling to well-tried systems.

The second part of programme 3 is a fascinating radiovision presentation on *Le Midi*, which avoids the more familiar tourist places to illustrate how *les paysans* still exist on their smallholdings, often successfully resisting change. Programme 4 focusses on transport, with a section on learning to drive, and another on some of the go-ahead ideas adopted by French railways. The final programme discusses what it is like to be mentally or physically handicapped in France.

Teachers, thumbing through the BBC's brochure on modern language output for 1986/87 might be surprised to see on page 9 three radio series listed under the heading of television. This is a mistake; *La parole aux jeunes*, *Branches-vous* and *Deutsch für die Oberstufe* have not been transposed to a new medium.

As a sympathetic user of BBC programmes, I am much more concerned about the rather chaotic state of language provision in the continuing education sector. For the casual listener and learner this is perhaps of little importance, but for serious home students and for teachers in schools and colleges who need to plan their work carefully in advance, there are more serious implications. Although the quality of the individual programmes

number of quite serious inconsistencies have crept in.

People expecting to start *Deutsch Express*, as advertised for October, will be disappointed. The series is being postponed until January 4, leaving a gap of eight or nine months between the end of level two and the beginning of level three. The same gap is evident in French where *France parler*, the third year follow-on to *France extra* is not scheduled to start until January.

Then there is a rather curious situation with beginners' French. A mini-series called *Brush up Your French*, designed as a taster to persuade people to take up the subject, is to be broadcast in November, several weeks after the start of the main beginner series, *A vous la France*. Also, *A vous la France*, which was conceived as a joint radio and television series containing activities linked to both media, is being broadcast on television only. The radio programmes, essential for genuine language learning, are simply not being repeated this year.

One feature of continuing education television's output will, however, bring some cheer. The popular series *Téléjournal*, which takes the main news from major European countries and re-broadcasts it with an element of English presentation the same night, will have 26 programmes this year - 10 French, six German, six Spanish and four Italian. This series is a must for teachers, advanced learners and those interested in European current affairs, though even here there were two mistakes in the advance information. The publicity listed the wrong prices for the notes and stated it was going out on Tuesdays from September 23. In fact it will be broadcast on Mondays and Tuesdays, from October 6.

It really is time for the BBC to have a critical look at the overall planning for languages and at the accuracy of the information they disseminate. If the very valuable materials produced on radio and television are to be effective

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HEAD TEACHERS

NORTHAMPTON LOWER SCHOOLS

Applications are invited from able, enthusiastic and suitably experienced teachers for the HEADSHIPS of the following Northampton lower schools.

The successful candidates will be expected to take up the posts in January 1987.

HOPPING HILL LOWER SCHOOL - Group 4

(Expected NOR 160 + 39 place Nursery)

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STANDENS BARN LOWER SCHOOL - Group 5

(Expected NOR 330)

ST. JAMES CE (AIDED) LOWER SCHOOL - Group 4

(Candidates should be in sympathy with the aims of a Church of England (Aided) lower school.)

Applicants for more than one post should complete separate forms and provide individual letters of application.

WELLINGBOROUGH HARDWICK JUNIOR SCHOOL

- Group 5 (Olympic Way, Off Queensway, Wellingborough, Northants, NN16 3QA).

Required for January 1987, an able and enthusiastic teacher as Head of this large junior school situated on the outskirts of Wellingborough. Number on roll - 310.

HARTWELL CE PRIMARY SCHOOL - Group 4

(Hartwell, Northampton, NN7 2HL).

Required for January 1987, an able and enthusiastic teacher as Head of this village primary school situated 8 miles from Northampton. Number on roll - 180 approx.

BRACKLEY WAYNFLETE INFANT SCHOOL - Group 4

(Waynflete Avenue, Brackley, Northants, NN13 6AF).

Required for January 1987, an able and enthusiastic teacher for the Headship of this infant school.

The school operates an integrated day, with co-operative teaching and an emphasis on teamwork. Number on roll - 220.

RUSHDEN TENNYSON ROAD INFANT SCHOOL

- Group 4 (Highfield Road, Rushden, Northants, NN10 9QD).

Required for January 1987, an able and enthusiastic teacher for the Headship of this well-established infant school. The school was remodelled in 1978.

Anticipated number on roll for September 1986 - 180.

TITCHMARSH CE PRIMARY SCHOOL - Group 1

(School Lane, Titchmarsh, Kettering, Northants, NN14 3DR).

Required for January 1987, an able and enthusiastic teacher as Head of this small primary school situated in an attractive village between Thrapston and Cundle.

Number on roll - 40 approx.

Details and application forms for all the above posts (a.s.a.) available from the County Education Officer (Ref. M1), Northampton House, Northampton, NN1 2HX. Closing date: 19 September 1986.

Please state clearly which post you are interested in.

Northamptonshire

Education

welcomes applications regardless of marital status, sex, race and disability.

HEREFORD AND WORCESTER COUNTY COUNCIL

Headships

Required from 1st January, 1987, Headteachers for the following Schools:

Bewdley, Wribbenhall First School, Shaw Hedge Road, Spring Hill Estate, Bewdley, Worcs, DY12 1EH.

This is a Group 4 School with 180 pupils on roll. Age range 5 to 9 years.

Burghill Primary School, Hereford, HR4 7RP.

RE-ADVERTISEMENT - This is a Group 1 School with 30 pupils on roll. Age range 5 to 11 years.

Chaddesley Corbett Endowed First School, Kidderminster, Worcs. DY10 4SD.

This is a Group 1 Aided School with 41 pupils on roll. Age range 5 to 9 years.

Crowle C.E. First School, Worcester, WR7 4AT.

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Kidderminster, Foley Park First School, Northumberland Avenue, Kidderminster, Worcs. DY11 7AW.

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Martley C.E. Primary School, Worcester, WR6 6QA.

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Application forms and further details for these posts are available from the County Education Officer, (BSW/GJ), County Education Office, Castle Street, Worcester, WR1 3AG, on receipt of a foolscap stamped addressed envelope.

Closing date 19th September, 1986.

Hallow C.E. (Aided) Primary School

Hallow, Worcester, WR2 6LD.

Headteacher required from January, 1987 for this Group 3 Primary School (5 to 11 years) situated in a village 3 miles from the centre of the city of Worcester.

Other considerations being equal, the Governors would hope to appoint a person fully in sympathy with the aims and ethos of the school and who is a practising, communicant member of the Church of England.

Application forms and further particulars are available from the School Secretary - please enclose a stamped addressed envelope.

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PRIMARY HEADSHIPS

continued

BERKSHIRE

BURGHFIELD ST. MARY'S C.E. (CONT.) PRIMARY SCHOOL

Thames Road, Burghfield, Reading, RG8 1JG.

Required January 1987 Headteacher, Group 3. Applicants should provide a curriculum statement for the post.

Application forms and further details for this post are available from the County Education Officer, 15 Mill Road, Reading, RG1 1JG. Closing date: 24th September.

ST. JAMES CE (AIDED) LOWER SCHOOL - Group 4

(Candidates should be in sympathy with the aims of a Church of England (Aided) lower school.)

Applicants for more than one post should complete separate forms and provide individual letters of application.

WELLINGBOROUGH HARDWICK JUNIOR SCHOOL

- Group 5 (Olympic Way, Off Queensway, Wellingborough, Northants, NN16 3QA).

Required for January 1987, an able and enthusiastic teacher as Head of this large junior school situated on the outskirts of Wellingborough. Number on roll - 310.

HARTWELL CE PRIMARY SCHOOL - Group 4

(Hartwell, Northampton, NN7 2HL).

Required for January 1987, an able and enthusiastic teacher as Head of this village primary school situated 8 miles from Northampton. Number on roll - 180 approx.

BRACKLEY WAYNFLETE INFANT SCHOOL - Group 4

(Waynflete Avenue, Brackley, Northants, NN13 6AF).

Required for January 1987, an able and enthusiastic teacher for the Headship of this infant school.

The school operates an integrated day, with co-operative teaching and an emphasis on teamwork. Number on roll - 220.

RUSHDEN TENNYSON ROAD INFANT SCHOOL

- Group 4 (Highfield Road, Rushden, Northants, NN10 9QD).

Required for January 1987, an able and enthusiastic teacher for the Headship of this well-established infant school. The school was remodelled in 1978.

Anticipated number on roll for September 1986 - 180.

TITCHMARSH CE PRIMARY SCHOOL - Group 1

(School Lane, Titchmarsh, Kettering, Northants, NN14 3DR).

Required for January 1987, an able and enthusiastic teacher as Head of this small primary school situated in an attractive village between Thrapston and Cundle.

Number on roll - 40 approx.

Details and application forms for all the above posts (a.s.a.) available from the County Education Officer (Ref. M1), Northampton House, Northampton, NN1 2HX. Closing date: 19 September 1986.

Please state clearly which post you are interested in.

Northamptonshire

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BUCKINGHAMSHIRE

Equal Opportunity Employer

CHALFONT ST. GILES C.E. (CONT.) PRIMARY SCHOOL

School Lane, Chalfont St. Giles, Bucks, HP8 4JF.

Applications are invited from well qualified and experienced teachers for the post of Headteacher of this well established first school. The post will become vacant from January, 1987 due to early retirement.

Application forms and further details for this post are available from the County Education Officer, 15 Mill Road, Reading, RG1 1JG. Closing date: 24th September.

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HEADTEACHERS

Required, January 1987

Gt. Baddow, Meadgate County Primary School (Group 5) The Mascalls, Meadgate Avenue, Gt. Baddow, Chelmsford.

Chelmsford, Trinity Road County Primary School (Group 4) Trinity Road, Chelmsford.

Abbots Hall County Junior School (Group 5 + L.F.A. £282 pa) Abbots Drive, Stanford, Le. Hope.

Roydon County Primary School (Group 3 + L.F.A. £282 pa) Roydon, Harlow.

Gt. Baddow, Rothmans County Primary Schools (Group 5) Dorset Avenue, Gt. Baddow, Chelmsford.

Brantwood, Junction Road, County Junior School, (Group 2 + L.F.A. £282 pa) Junction Road, Brantwood.

Relocation allowance payable in appropriate cases. Please send foolscap S.A.E. for form and details to: County Education Officer, P.O. Box 47, Thredneedle House, Market Road, Chelmsford Essex. CM1 1LD

CLOSING DATE 26TH SEPTEMBER 1986

South Weald, St. Peter's C.o. E. (Aided) Primary School, South Weald-Brentwood (Group 5 + L.F.A. £282 pa)

The Governors of this School invited applications from qualified teachers who are communicant members of the Church of England for the post of Headteacher, vacant from 1st January 1987.

Relocation allowances payable in appropriate cases. Please send foolscap S.A.E. for form and details to: The Area Education Officer, Mid Essex Area, P.O. Box 398, 41 Block, County Hall, Chelmsford CM1 1JW.

CLOSING DATE 29 SEPTEMBER 1986.

ESSEX

County Council

Education

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HEREFORD AND WORCESTER COUNTY COUNCIL

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Closing date 19th September, 1986.

Hallow C.E. (Aided) Primary School

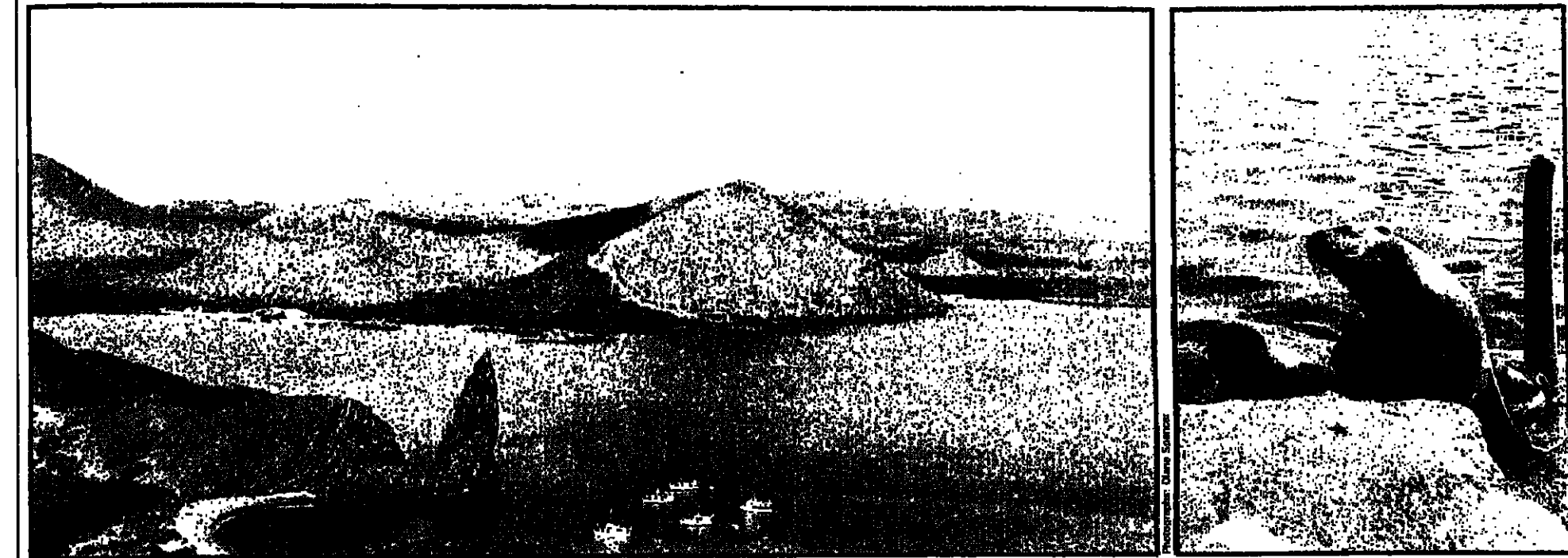
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EXTRA TRAVEL

The Galapagos Islands: an amazing natural wild life reserve



Among the boobies

The sea lions greeted us on the boat, swimming round the shore, posing on the rocky shoreline with their noses in the air as if waiting for a beach ball to be placed on the end. Others lazied under mangrove trees while sand-coloured lizards perched on their backs, eating flies.

They were the most ubiquitous and charming creatures we met in a week-long cruise round the Galapagos Islands.

The archipelago of some 19 islands and 40 islets straddles the equator 600 miles west of its owner, the Republic of Ecuador. The Government, through its National Park and the Charles Darwin Research Station, both set up in the 1960s, is trying to preserve and improve the islands for their unique inhabitants.

Tourists are restricted to 25,000 a year, but alas, that is an increase of 10,000 on a few years ago. And, despite the fact that everyone is warned not to stray from marked tracks, drop litter, collect shells, rocks, flowers or leaves, they do. Even seemingly educated and caring people were spotted pocketing the odd specimen.

Some go, it would appear, just to annoy the animals. "Move a bit closer to that one, dear, and I'll take your picture," followed by an indignant squawk from a blue-footed booby trying to protect its eggs with its webbed feet from the staring sun.

Guides have the power to confine persistent miscreants to the boats, but some don't have the personality to do it. So be warned: go to this amazing natural wild-life park before it's too late.

Mind you, present visitors have nothing on past ones. The islands were a favourite resting place for pirates as well as bona fide travellers. Tortoises (from which the archipelago gets its name) were used as a source of food by the hundreds as they stayed alive for months and could be slaughtered at will for fresh meat.

Charles Darwin, who spent five weeks on his world trip on "The Beagle" (overheard at the airport: "Our boat's called Beagle 3, isn't that neat?") took risks on their backs and tried to drown marine iguanas in the interests of science.

The research station named after him is redressing the balance: it breeds tortoises and returns them to their native island when they are old enough to look after themselves. All this takes time. The poor things don't mate until they're 30. We met one lugubrious character who was 127. The station is also trying to eliminate non-native predators. Early settlers

view their audience until they got bored and peeled off.

Some nights the sky resembled a giant planetarium. The southern cross appeared on one side of the Milky Way, directly above, while the familiar northern stars like the Plough and Orion's Belt were on the other.

For a complete contrast it is imperative to spend the rest of the holiday on the mainland. Ecuador, like Peru, its neighbour, has three distinct types of scenery: the coast, the mountains and the jungle. But Quito, unlike Lima, is surrounded by spectacular scenery, several active volcanoes and colourful local markets selling desirable craftwork. And it is safe to walk round.

The whole package makes for a memorable holiday not to say the experience of a lifetime.

A warning about the sun. Take the highest sun-screen factor possible, a hat and long-sleeved shirts and long trousers. Camera and binoculars are a must.

Travel notes
Exodus Expeditions, 100 Wandsworth High Street, London SW18 4LE, work with Etnotour, a company based in Quito. Etnotour organizes short trips to the volcanoes, markets and longer ones to the jungle as well as to the Galapagos. Keen mountaineers can be accommodated too. Prices for an all-in Exodus deal start at £1,610. Details of Etnotour excursions from Exodus.

DIANE SPENCER

San Salvador and the other islands nearer the equator. All are arid and volcanic, but each has its own character and different inhabitants.

Sullivan Bay on Santiago has mountains of lava fields; we saw turtles wading in Caleta Tortuga Negra, Santa Cruz, colonies of blue-footed boobies on Seymour and a host of other sea birds on Kleker Rock. I even saw Darwin's cactus finch on - yes - a cactus.

At sea, dolphins delighted us more than once by racing in front of the prow, their eyes rolling upwards to

A trip to this paradise begins in Quito, the capital of Ecuador, 9,000 feet in the Andes.

After landing at the only airport, a relic from the Second World War built by the Americans (their contribution to conservation was to take potshots at unique rock formations as target practice) visitors usually join small or large boats for their four, seven or 14-day cruises.

The vessels vary from very primitive to rather grand, six-beds to 60 and deck showers to en-suite bathrooms. Ours, the Xavier, could cope with 10 passengers, four crew and a guide. The crew were splendid, the temporary guide less so. The food was surprisingly good. We ate lots of fresh fish, lobster and tropical fruit round a communal dining table.

Take your own wine and spirits, if you can't live without them, as only beer and soft drinks are for sale on the small boats. And choose your companions carefully.

Temperatures can fray even in idyllic surroundings and there is little escape as evenings are spent moored offshore as an inhabited island.

The last night is usually spent in one of the two main towns, Puerto Ayora. Addicts can get a fix of discos, gin and tonics and shops as well as visiting the Charles Darwin Research Station.

You might catch the Independence celebrations on February 12 on the other inhabited island, San Cristobal. The newly constructed sports hall was the scene for the festivities this year. Beauty queens (all very sedate in evening gowns and with escorts) were given prizes and flowery speeches by local dignitaries. Then a first-class band from Quito struck up. Beetles crossed the concrete floor, at their peril. Three self-possessed dogs joined in and moths spiralled down from the harsh spotlights. Everybody, including our boat party had a bad time. San Cristobal was not hot but nothing on

For your brochures simply call 0989 64211 or clip the coupon.

Name _____
School _____
Address _____
Postcode _____
Send to PGL 150 Station Street, Ross on Wye, Herefordshire HR9 7AH

PRIMARY DEPUTY HEADSHIPS

ESSEX
HATFIELD EVERETT
COUNTY INFANTS SCHOOL
Church Road, Hatfield.
Primary 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.
Tel: 0458 512505.
Required January 1987.
DEPUTY HEADTEACHER.
Group 3.
Experienced and enthusiastic teacher, with a proven track record in curriculum development and in the preparation of school management.

POWERS HALL COUNTY INFANTS SCHOOL
Surrey Road, Wokingham.
Tel: 0709 512505.
Required January 1987.
DEPUTY HEADTEACHER.
Group 3.
A suitably qualified infant teacher for the Deputy Headship of this infant school. Applicants are welcome to visit the school.

WHITE CROFT COUNTY PRIMARY SCHOOL
Enfield Avenue, Bickley, Kent.
Tel: 0181 695 4801.
Required January 1987.
DEPUTY HEADTEACHER.
Group 3.
Experienced and enthusiastic teacher, with a proven track record in curriculum development and in the preparation of school management.

ST. MARCARET'S C.E. PRIMARY (Aided)
London Road, Basingstoke.
Tel: 01256 552176.
Required January 1987.
DEPUTY HEADTEACHER.
Group 3.
Experienced and enthusiastic teacher, with a proven track record in curriculum development and in the preparation of school management.

HAMPSHIRE
ST. BEDE'S CATHOLIC SCHOOL
Folly Way, Basingstoke.
RG24 9JX.
Required January 1987.
DEPUTY HEADTEACHER (Group 4).
Applications are invited from well qualified and experienced teachers, with a proven track record in curriculum development and in the preparation of school management.

HAMPSHIRE
ALDERMOOR FIRST SCHOOL
Lodsworth Centre East, Aldershot.
Required January 1987.
DEPUTY HEADTEACHER (Group 3).
A suitably qualified teacher for the Deputy Headship of this primary school. Applicants are welcome to visit the school.

HAMPSHIRE
BURNHAM COMBE JUNIOR SCHOOL
Tadley, Hants.
Required January 1987.
DEPUTY HEADTEACHER (Group 3).
A suitably qualified teacher, with a proven track record in curriculum development and in the preparation of school management.

HAMPSHIRE
DEVON TOWN FIRST AND MIDDLE SCHOOL
Foster Road, Southampton.
Required January 1987.
DEPUTY HEADTEACHER (Group 4).
A suitably qualified teacher for the Deputy Headship of this primary school. Applicants are welcome to visit the school.

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HAMPSHIRE
SOUTH VIEW COUNTY INFANTS SCHOOL
Church Road, Basingstoke.
Required January 1987.
DEPUTY HEADTEACHER.
Group 3.
Experienced and enthusiastic teacher, with a proven track record in curriculum development and in the preparation of school management.

KENT
COUNTY COUNCIL
WEST KENT AREA
St Augustine's R.C. School.
Willman Road, Faversham.
Tel: 01474 512505.
Required January 1987.
DEPUTY HEADTEACHER.
Group 3.
A suitably qualified infant teacher for the Deputy Headship of this infant school. Applicants are welcome to visit the school.

WHITE CROFT COUNTY PRIMARY SCHOOL
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NORTH YORKSHIRE
DEPUTY HEAD TEACHERS
Experienced teachers required for January 1987.
SKIPTON, INGS COUNTY PRIMARY SCHOOL
Group 3.
Required for top junior in first instance. Adaptable teacher, interested in curriculum development and in the preparation of school management.

SUTTON-IN-CRAVEN COUNTY PRIMARY SCHOOL
For top infants in first instance. Interest in Science and/or Computers an advantage.
State curricular interests and strengths.
Application forms (see page 11) available from Skipton BD23 1PD, returnable 32.5.86. 110012

NORTHAMPTONSHIRE
NEW BRACKLEY PRIMARY SCHOOL
Appointment of Deputy Head Teacher.
Group 4.
Required as soon as possible an enthusiastic and imaginative teacher as Deputy of this new primary school planned to open in Brackley in January 1987. The successful candidate will be committed to co-operate with the Headteacher in the development and implementation of the school's curriculum and will be fully involved in the team work necessary for the satisfactory establishment of the school.

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES EMPLOYER
LANCASTERIAN COUNTY PRIMARY SCHOOL
Albert Street, Castlefields, Shrewsbury.
SV1 1HT.
Required for January 1987. Permanent, full-time Deputy Head Group 4 Teacher.

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES EMPLOYER
MOUNT PLEASANT CO. NR. SCHOOL
Whitehouse, Shrewsbury.
Shrewsbury, Shropshire. SY1 3BY.
Tel: Shrewsbury 3883.
Required for January 1987. Permanent, full-time Deputy Head Group 4 Teacher.

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Whitehouse, Shrewsbury.
Shrewsbury, Shropshire. SY1 3BY.
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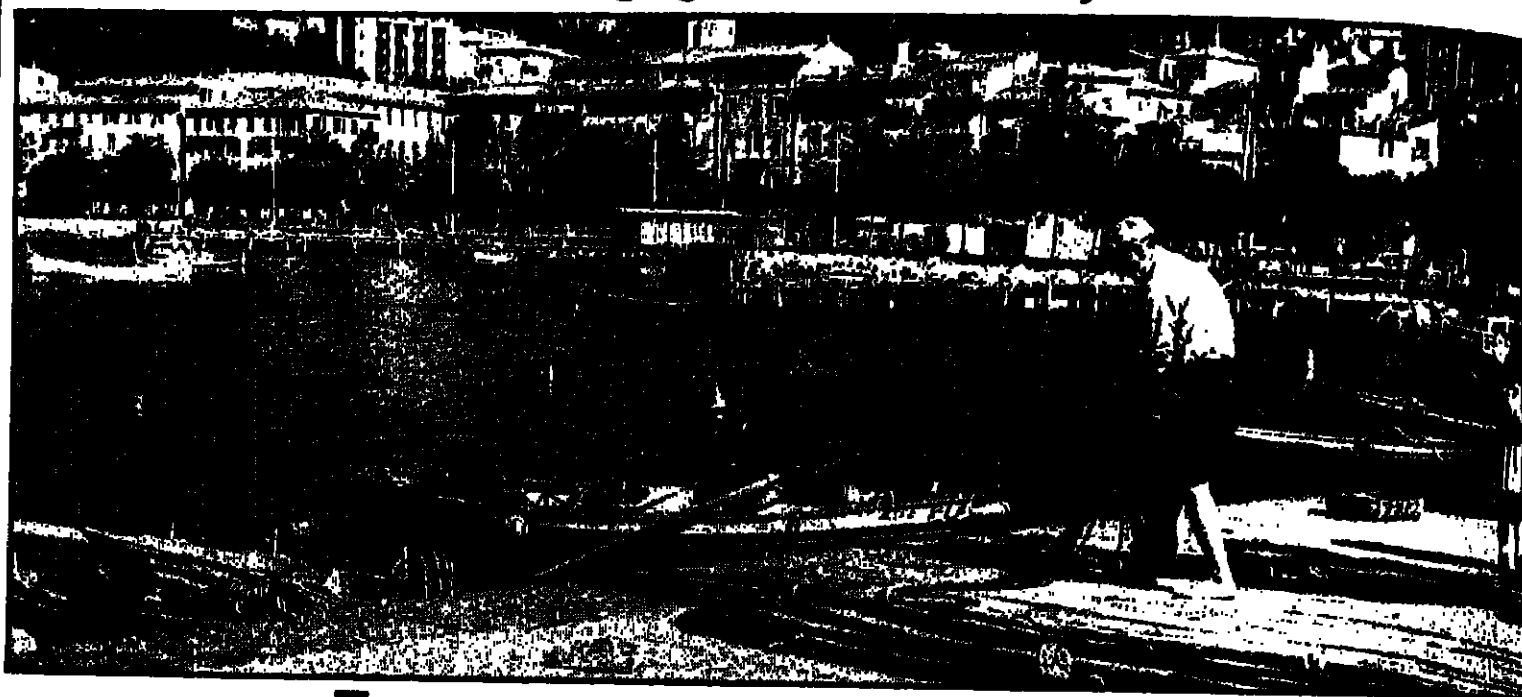
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EXTRA

The most gorgeous coastline in Italy



Le cinque terre

STEPHEN HALE

It was my Italian wife's grandfather who recommended the mysteriously named "Cinque Terre" as the ideal spot for a short escape from tourist-crammed Italian cities during our Easter holidays. "The most gorgeous coastline in Italy. Your poets, Byron and Shelley, put the place on the map, and yet nowadays English tourists don't even seem to know it exists." Closing his eyes, he smiled reflectively. "The Gulf of Poets" - the Five Lands -

The Gulf of La Spezia, which curves for 50 kilometres around the port of the same name, just north-west of Tuscany in the coastal region of Liguria, is an unspoiled wonderland. Little has changed since the days when the two poets and friends made their homes here in 1822, in Romantic reverence to the gulf's natural splendour. Shortly afterwards, premature death added to the mystique of "Il Golfo dei Poeti" as their adopted sanctuary soon came to be known.

Today La Spezia is well connected by rail and road to the major Italian and French cities. Portovenere, 12 kilometres to the west, makes an ideal touring base, with its charming hotels and restaurants. But the prime attraction lies a little further still to the west - in Cinque Terre, the "Five Lands". Five sleepy villages, each the home to perhaps a hundred fishermen and their families, have for centuries clung precariously on to five promontories jutting into the Ligurian Sea. A few score of tall, narrow, multi-coloured houses perch like a flock of strange pink and yellow seagulls about to swoop towards the green-blue waters below, to prey on the fish which have been both livelihood and culinary speciality of this region since pre-Roman times.

Until 1977, the cliffs which plunge at an acute angle down into the sea made the building of a road an impossibility. Even today the road cuts back in an arc away from the coast, leaving the five villages almost entirely free from traffic and from the intrusions of history. Today, apart from the steamers which ply the celebrated waters, the visitor has two alternatives - train or foot. This relative inaccessibility is the coast's pride-and-joy, and the walk itself of such fascination that at least a

part of it becomes an essential pilgrimage. It begins at Riomaggiore, where the top-stories of 14th-century houses almost touch above the lovely winding streets and alleys. A constant stream of laughter and chatter from gossips hanging out of top windows replaces traffic noises as the prevalent sound. A few guest-houses, a post office, Communist Party posters, these are the only signs of the 20th century. Shops sell weirdly patterned shells and marine curios. The aroma of strong espresso wafts in the morning sun from dim cafes, whose elderly occupants play cards and gaze out at the slow world.

We followed the signs for the "Via dell'Amore", the "Road of Love", until we emerged on the aptly-named pathway. A beautifully constructed paved footpath which traverses quite safely the sheer edge of the cliff, the Via is traversed by couples of all ages, attracted by the relative ease of this stretch of the walk and by the romantic surroundings.

The path twists in a splendid series of "colpi d'occhio" - "blows to the eye" as the Italians picturesquely say. Every so often a tiny grotto has been carved out of the cliff, equipped with benches, picnic-table and statue of Venus, as a resting-place for the traveller and a shrine to the presiding deity. A wooden fence at the seaward edge protects the walker from a mighty drop to the sea, like a painter's palette of every shade of blue and green, metamorphosing and mixing together in mad swirls of colour over jagged rocks.

The path dwindled to a winding track which continued through Manarola and Vernazza, becoming progressively more tortuous and difficult. Suddenly, my ears were pierced by a strong, tuneful whistling. With drawing amazement, we realized that the source of the music was... overhead! Craning our necks, we traced the sound to a small man, at least 60 years old, his grizzled whiskers and sun-baked creases visible beneath the brim of his straw hat. Unaware of us, he perched on the topmost branches of an ancient, grey olive tree, happily pruning. The olives of Liguria fetch a high

price in the market, and life here is bereft of some of the problems of the Italian south. His whistling stopped and he burst into carefree song in dialect. Thinking of a new town in Manchester, I reflected wistfully on the vagaries of fate.

From Corniglia we gave in exhausted after five hours' walking and took the cheap train to Monterosso-al-Mare. With its 2,000 inhabitants, Monterosso is a thriving metropolis with tourist trappings, but Cinque Terre standards. Sipping coffee, we watched a ten-year-old team of future world-cup-winners playing frantic football along the promenade, one of whom had to dive into the clear Ligurian sea to retrieve the ball when it went into "touch".

Returning by train, we gazed upwards in awe at the path we had traversed, and disembarked at Manarola to re-live the pleasures of the Via dell'Amore by evening.

Back in Portovenere, the historical associations of the gulf of poets soon became apparent. Byron shared a villa with his Italian lover, the Countess Teresa Guiccioli, near Lghorn, from where he sailed regularly to Portovenere. We descended the steps, carved steeply out of the jagged rock, down to the "Grotto dell'Amore", the poet's favourite spot, where the sea is at its most sublime. Having already tackled the Hellespont in 1810, Byron swam regularly from this grotto across the gulf to Lerici, a distance of seven kilometres, to visit Shelley's house outside San Terenzo. This feat of athletic bravado performed by the victim of a congenital lameness accounts for the esteem in which Byron is held as a local hero. A plaque carved into the cliff-face celebrates his feat, and the spot is known in Portovenere as "Byron's Grotto".

In the same year, Shelley led a life of creative retirement at the Casa Magni, an isolated seafaring house connected by footpath to Lerici. He sailed his own boat daily with a recklessness that left his pregnant wife Mary in a state of constant apprehension. Returning on a visit to Byron, the boat was overturned in bad weather, and the poet's body was washed up days later at Viareggio.

This episode, shortly to be followed by Byron's death in Greece, set in force the magnetism the gulf has exerted on writers and artists ever since. D H Lawrence lived down the coast at Finscherino. Maupassant and Modigliani had temporary homes here, and the work of many painters and artists can be seen and purchased in the boutiques of Portovenere and Lerici.

There is much to be seen in Portovenere. The sea-front, "La Cala Dorata", is a collage of incredibly tall, narrow houses, the bright gables and pinks and creams evoking illustrations of houses in children's fairy stories. The celebrated church of San Pietro has a more severe appeal. Built in the sixteenth century at the tip of a natural pier of rock jutting dramatically for 200 metres into the sea, it was re-constructed among impressive fortifications by the Genoese in 1277 whilst their marine power was at its height.

The use of alternate strips of black and white stone or marble, a characteristic of the Gothic-Genovese style, creates a sombre and moving effect which can also be seen in many smaller churches around Lerici. The seascape on all sides is spectacular. The foundations of the church are encrusted with barnacles on occasions and have been totally submerged during particularly ferocious winter storms.

One must not leave Portovenere without sampling the Ligurian cuisine. Local fishermen provide the best delicacies and the "zuppa del mare" (also called "burrida"), is a must, a thick spicy soup with scores of fishy ingredients, like an exotic bouillabaisse. Pasta is usually served with "pesto", the heavy basil sauce now popular in English supermarkets, which originated in Liguria. The most prized wine of the region is "Sciacchetrà", (the strange name is a dialect version of "Cinque Terre"), a fortified white wine of which less than 5,000 bottles are produced annually.

A fitting end to a holiday in the Cinque Terre is a trip out to the villages of Fiascherino and Tellaro on the eastward end of the gulf. As you sit against the walls of the old church at Tellaro, gazing at the perfect serenity of the Gulf of Poets, the peace and mystery of the Cinque Terre - the essence of the region's spirit and the mainspring of its fascination - can be re-experienced.

EXTRA

Noone comes to Bharatpur just to see the fort

In November 1938, the then Viceroy of India, Lord Linlithgow, presided over a shooting party on the Maharaja of Bharatpur's private duck-shooting preserve which brought down 4,273 birds in a day. No one is likely to improve on this record. The preserve has since been turned into a sanctuary, known - after a temple within it - as the Keoladeo National Park, and now the birds are disturbed only by the occasional poacher or over-enthusiastic tourist.

Bharatpur lies conveniently in the so-called "golden triangle" formed by Agra, Jaipur and Delhi, and is only 20 miles from Fatehpur Sikri, the short-lived but still magnificent capital of the great Mughal Emperor Akbar. Many organized tours include a halt at the sanctuary, but for the independent traveller coming from Delhi, the best way to get there is to take a train to the town, and then a short cycle rickshaw ride from the station.

Apart from the national park, Bharatpur is known chiefly for its huge fort, which resisted repeated attacks by the British in the early 19th century, before finally succumbing in 1826. The outer walls of the fort rise massively from a wide moat; rusty cannons, slumped on hillocks and half-overgrown by vegetation, bear witness to those battles. Palaces and residences are dotted around, but as the way in India, government offices have taken over some of the buildings and a few houses have sprung up within the walls.

Noone, though, comes in just to see the fort; the attraction is the sanctuary, one of the finest in the world, with more than 360 species of birds recorded. The rulers of the princely state of Bharatpur originally developed the 29 sq km area as fresh water swamps. At independence, it became national property, and although the Maharaja retained the shooting rights for a time, he was eventually persuaded to surrender them. A crumbling hunting lodge in a remote corner of the sanctuary and a stone wall recording major shoots are the only reminders of those days.

The shallow expanses of water are punctuated by clusters of trees, and criss-crossed by tracks, raised embank-



A clamour of storks

ASHOK BERY

ments and a metalled road. The best way to get around is on foot and on (hired) bicycles; those in more of a hurry can resort to boats, tongas (horse-drawn carriages) or the knowledgeable and enthusiastic cycle rickshaw drivers who wait vulture-like for customers.

A good time to visit the sanctuary is in the winter when the resident population is swollen by migratory birds, including the rare Siberian crane, whose only known wintering ground this is. August sees the start of the nesting season for the water birds, and the trees are crammed with clamorous storks, herons, cormorants, ibises egrets and spoonbills.

My visit was early in January. I set

off at dawn, the chill still in the air, the last mists lifting, a half-moon hanging in the sky. Not far ahead of me, a silent, shadowy group of jackals padded across the road into the undergrowth, looking for somewhere to hole up during the day. Woodpeckers had already begun their energetic hammering. The growing light revealed eagles perched watchfully on trees overlooking the water. A marsh harrier swooped low. The kites and vultures which constantly circle the Indian skies pass almost unnoticed; but the sanctu-

ary is a home for about 30 less common birds of prey, including the magnificent Pallas's fishing eagle, the pale harrier and the crested serpent eagle.

By the time the sun was high enough to take the edge off the chill, the trees rang with the calling of waterfowl. A measured, stately wingbeat marked a stork or heron going over. The head and curved snake-like neck of a darter emerged from a pool with a speared fish impaled on its bill. A pheasant-tailed jacana walked on water, producing the illusion because of its enormous feet which spread its weight so that aquatic plants can support it. Sarus cranes were foraging in the quieter parts of the sanctuary. These unmistakable, majestic birds, five feet tall

when standing, are said to pair for life, and are consequently revered and protected by the people in many parts of India. During the breeding season, they perform spectacular displays, dancing round each other with leaps and howls.

Cycled towards the dry, dusty area known as Python Point. Wild cats lay in the sun and stared silently back at me; a group of chital (spotted) deer scattered off into the brush. But there was no sign of the snakes which give the spot its name.

By this time it was mid-morning and the prospect of a late breakfast was looking more and more attractive. I turned back to the Bharatpur Forest Lodge. The Lodge, a small, state-run hotel located within the sanctuary, is much the best (although, by Indian standards, expensive) place to stay. Near it, there is also the cheaper but more dilapidated Shanti Kutiir forest rest house.

I went out along the paths again in the afternoon. The hours before sunset, another productive time for bird-watching, were more peaceful and subdued than the morning. The sun slowly slid behind the trees, the stretches of water gradually taking on its red and golden tinges. Ducks paddled quietly along. A dusky horned owl, whose ear-like tufts had just been visible, protruding above a branch, flew out. As night came, the sanctuary emptied and the sounds of birds died down. I returned to the Forest Lodge, dinner and bed. My day ended the way it had begun, with the lonely howling of the jackals echoing through the trees as I drifted off to sleep.

The Frontier Mail, which runs daily from New and Old Delhi railway stations, takes three hours to get to Bharatpur. A double room at the Bharatpur Forest Lodge costs Rs 225 per night, excluding food. It is advisable to book well in advance during the winter. Rooms at the Shanti Kutiir forest rest house at between 65 and 95 rupees a night. Accommodation outside the sanctuary includes the Sarus Tourist Bungalow and the Golbagh Palace Hotel.

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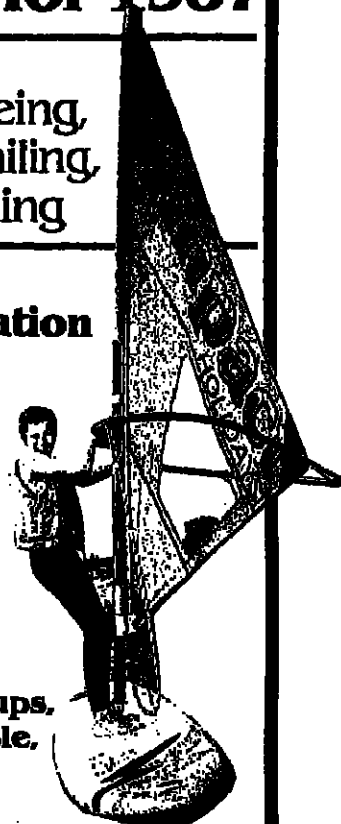
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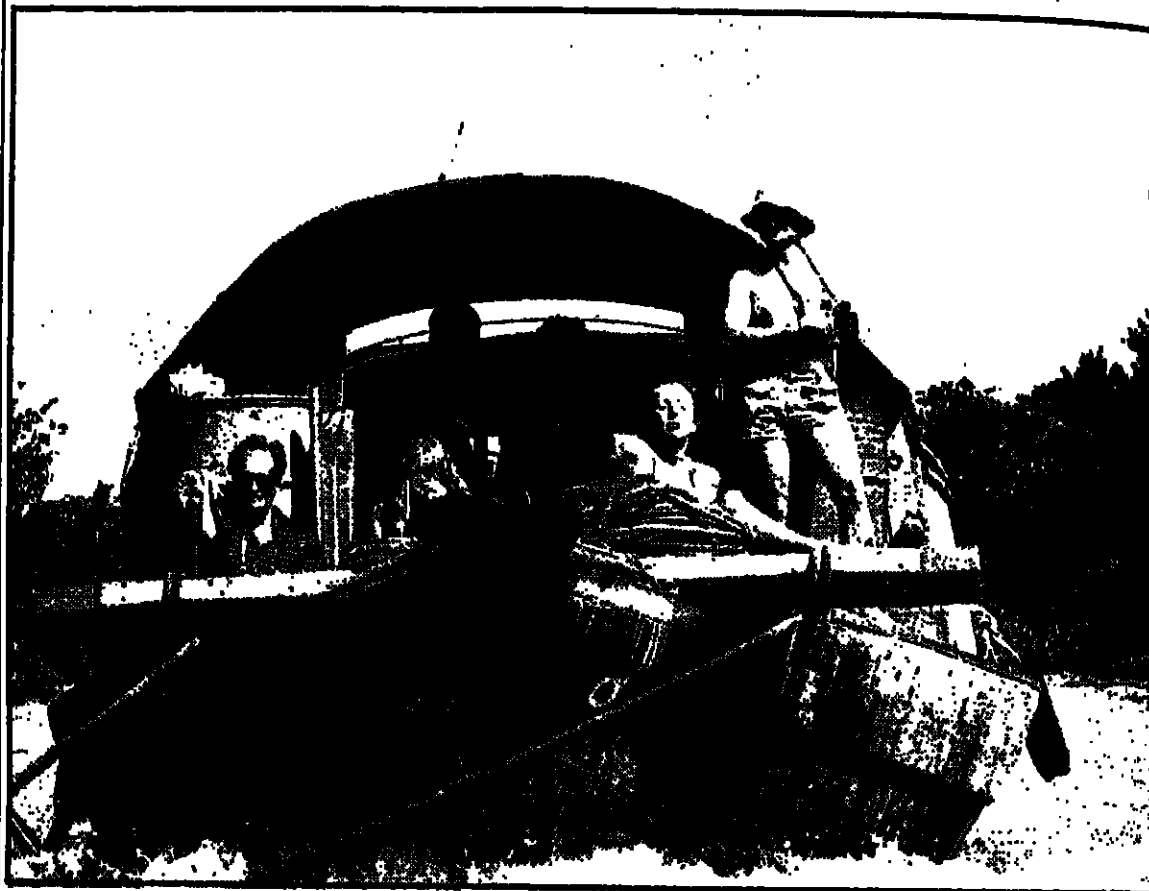
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Dead dogs and resplendent temples



Barging through Thailand

ANGELA HUMPHERY

Our limbs were limp, our feet sore, our eyes glazed, our heads reeling. No doubt about it, sightseeing is not for the faint-hearted. In for the faint-hearted, we sweltered around the Floating Market, toured the temples, gazed at the Grand Palace, shopped for souvenirs, saw a sex-show and, finally, collapsed into a massage parlour where we were pulled, pushed, pummelled, pinched and prodded for an hour to get us back into shape for the next leg of our trip through Thailand.

North to Chiang Mai, calmer and cooler than the capital, and centre for handicrafts and trekking. We did all our Christmas shopping for the next five years in just one day while watching craftsmen painting parasols, beating bronze, carving chairs, gliding lacquerware and spinning silk.

One day we went to an elephant-training centre where we watched their rolling gigantic logs of teak. Lessons over, we jumped on to their backs sitting in great wooden chair-like seats and swayed up a winding jungle path, coming into a pulley when our beasts lunged forward to grab at some bamboo.

Then came the hard bit of the holiday - a five-day trek around the hillside villages near the Burmese border, staying in big bamboo huts, built on stilts, and sharing washing facilities (occasionally a stream but sometimes only a waterpipe) with children filling bottles, bowls and buckets and old women watering their working animals.

There are six distinct tribes in northern Thailand who came down from Burma and Laos during the last 70 years or so. We stayed with three of them - the Akha who worship spirits, and the Lahu and Lisu who were converted to Christianity by missionaries who gave them sewing machines.

From there we went further north still to the infamous Golden Triangle, a wild region of opium runners where the frontiers of Laos, Burma and Thailand converge. There is no barbed-wire at this three-way border, because the countries don't actually touch, the Mekong and its tributary, the Mae Sal, forming the watery boundaries. At the end of World War II, General Chiang Kai Shek brought his army down the Mekong from China and discovered that poppy seeds flourished here. On this triangular piece of ground formed by the confluence of these rivers, opium trading started and this is how it came to be known as 'The Golden Triangle'.

Then, due to drought, drying through the fall end of a drought called Cee, which we prayed would blow itself out before we began the Christmas trip, we three-day trip on a converted rice barge floating down the Chao Phraya River from Nakhon Sawan to Ayutthaya, the old capital.

Our guide, the diminutive and dynamic Mr Chan, kept calling it a "licorice barge" and had us all itching and scratching before we had even set foot on board. Apart from Mr Chan there was a crew of six, three on the tug which pulled us and three on the barge, a 40 ft great grey barrel of a boat. They were to cook for our group of 17 which included engineers, computer programmers, secretaries and teachers who came from Toronto, Tampa, Christchurch, NZ, Colchester, Manchester and Middlesbrough.

We climbed aboard, put our shoes into a big basket and stowed the luggage down below in the hold, keeping out sleeping-bags, swimsuits, towels and toothbrushes. The ablutions consisted of a 30-gallon stone jar from which we decanted water into a small sink for washing. But the tricky bit was going to the loo - a cabin perched precariously over the stern. Some said it was better to turn around once inside so you could come out forwards, but I was far too scared to attempt such gymnastics. There were two strips of wood on which you placed your feet and in between was a gap through which you could stare at the foaming brown waters below. As I squatted there I wondered what would happen if I slipped through it. Perhaps nobody would miss me until the barge was a mile or so downstream by which time I would be just another floating corpse.

Culinary masterpieces came out of a wok on a gas-ring. On our first evening we had clear soup, sweet and sour pork, fried fish, marinated beef, flash-fried broccoli and mountains of rice followed by banana fritters. Mr Chan played the guitar and sang and we lay on our sleeping-bags staring up at the stars.

Around six dawn broke and half an hour later breakfast was ready - scrambled eggs, fresh pineapple and tea. Having washed and rolled up our sleeping bags the deck was cleared for sunbathing, reading, playing cards or relaxing in one of the hammocks. I enjoyed leaning over the side and watching the world go by on this great river which is still used for transporting rice and goods to and from Bangkok. The Chao Phraya, like the Mississippi, could be called "The Mighty Muddy" since it is always a soupy brown in colour. Mr Chan said we could swim but that we shouldn't swallow any water and, having seen a couple of dead dogs carried along with the current, we decided against it.

The river banks were covered in lush green vegetation: spout and banana palms, tarantula trees, red-cannas, orange marigolds and blankets of creeper with bright yellow trumpet-shaped flowers to islands of pink lilies rippling in our wake. Women were doing their washing on small wooden docks, dogs lay stretched out in the shade, children splashed around in inflated inner tubes and saffron-robed monks waved to us from resplendent temples with orchid decorated shrines.

We went through our first lock, one of five, built 30 years ago by German engineers, the water from which is used for irrigation. While waiting for the lock gates to open we went ashore to a village market where Mr Chan bought "ice-creams". We stopped off at another village to take a look at a gigantic reclining Buddha and there in the schoolroom Mr Chan read to the children in English. In Sing Buri we visited Wat Phikul and gazed up at Thailand's biggest Buddha - 50m high - glittering with gold mosaics from Italy and built 10 years ago at a cost of 21 million Baht, about £600,000.

Back on board it was time for Happy Hour, and we refreshed ourselves on iced whisky punch, concocted and served by Mr Chan, and accompanied by delicious, crispy, crunchy "Fench files", followed by flash-fried cashewnuts with mushrooms and chicken, and green beans with snowpeas and noodles.

On our last morning I awoke as dawn was breaking to see a temple silhouetted against the rising sun. Monks, three to a long-tailed boat with their saffron robes billowing in the breeze, were rowing towards it stopping to offer up their begging-bowls for breakfast to the riverside residents.

We arrived in Ayutthaya, 86km north of Bangkok, where we bade farewell to the crew and disembarked. Founded around 1350, Ayutthaya, which came to be known as Siam, eventually expanded into parts of what are now Laos, Burma, Kampuchea and Malaysia. Foreigners reaching Ayutthaya in the 17th century were amazed by the size and opulence of the Siamese capital which was bigger than most European capitals of the day. Between the 15th and 18th centuries the Thais fought many battles against Burma and after 417 years it was eventually captured by the Burmese in 1767 and sacked - a great national tragedy.

Sheep now graze here amidst the ruins of this ancient city and today's invaders come bearing nothing more lethal than cameras.

How to get there: Explore Worldwide Ltd, 7 High Street, Aldershot, Hants GU11 1BH (tel: 0252 319448) operates 18-day Golden Triangle Tour including hillside walk and river journey costs from £750 plus £55 local payment.

EXTRA

Austria's last remaining wilderness



Ibex on the skyline

DAVID WICKERS

Last summer I became an Austrian landowner. Nothing too grand, mind. My estate measures just one metre square and sits within the High Tauern mountains, the country's first, and Europe's newest, National Park.

Representing roughly one per cent of Austria's land mass, this 900 square kilometre domain of ice and snow, rocks and mighty glaciers, Alpine meadows and traditional farms, constitutes the country's last remaining wilderness, untouched by - and now hopefully immune from - the scars of hydro-electric schemes, ski lifts and other unnatural claims on its nature. My square metre-plot, number 14131 on the plan, cost just £5 and is one small part of a clever scheme devised by the National Park authorities to raise a few Schillings for its protection and proposed extensions.

The lion's share of the newly protected landscape, some 667 square kilometres (with a further 300 in the throes of ratification), falls within Salzburg's provincial boundaries. Last summer, following the advice and footsteps of Alfred Zindes, director of the Norkirchen tourist office, I walked up one of the valleys, the Oberauzba, in the direction of Austria's second tallest peak, the gross Venediger or "Big Venice" (from its 3,674 metre summit, on the clearest of days, you can just about see Venice).

In order to accommodate the varied and often conflicting interests between, for example, farming and the demands of its flora and fauna, the Park has been zoned according to use. The further into the heart of the High Tauern you go, the more protected the landscape and the richer the ecological cake. Walking from the outer zone, with its meadows grazed by bell clanking cows, along a steadily rising gradient to thinner air and shorter growing seasons, it is remarkable to observe how the vegetation changes from lushly-covered woods to a sudden nakedness above the tree line where the only species of willow scrub, stunted rhododendrons, golden saxifrage and other Alpine species can flourish, then to a world of stone and finally the exclusive terrain of ice and snow.

Marmot, white hare, chamois, vulture, ibex and, symbol of the National Park, the eagle, also inhabit the higher altitudes but, on this occasion at least, there were none to be seen. As Alfred Zindes explained: "People come into the tourist office and ask us when the National Park gates open. When we tell them there are no gates to open or close they ask what keeps the animals in. We say it is their home so then the people go and are disappointed that they don't see hundreds of wild beasts as soon as they pass the sign."

The voluptuously curved Goschoss valley, a textbook glacial U-shape dotted with groups of medieval houses and farm buildings, woodlands, flowers and meadows, is characteristic of the east Tyrol province. From the wooden balcony of a cafe, I sat and watched the sun dip below the mountains, drawing a black curtain over one side of the valley and sharply chilling the air. The last of the day's walkers, in their breeches, laden jackets and Tyrolean hats, studded with enamel pins of huts they've visited and Edelweiss they should not have picked, stroll past with a wave and a hearty "Gross Gott" greeting. So clear is the air that the only fragrance is that of freshly mown hay and the occasional hint of boot polish. So quiet is the world that the only noise comes from the hush of the river whose grey-white waters, or "glacial milk", can be traced back to snows that fell at the time Columbus sailed in search of the New World.

"It is the most beautiful sound in the world," maintains Anton Draxl, chief of the National Park commissioners. "A valley without water is like a dumb person." If, however, the planners have their way, the river, along with 17 others in the region, including every substantial glacial stream on the southern flanks of Austria's highest mountains, won't be speaking to anyone ever again. They are destined to become mere trickles, arrested by dams where they emerge from their glaciers and diverted to generate electricity.

"There are also," according to Draxl, "threatening plans to develop skiing areas on the glaciers which, with the expansion of tourist facilities and activities, which severely disturb the high-altitude mountain environment, like helicopter rides, cable cars and scenic routes, have no place in the central zones of the National park."

But it is difficult to convince people who live in one of the country's poorest regions that their economic interests are not necessarily best served by dams, roads, ski lifts and concrete hotels plus the job opportunities generated by the construction of mega hydro-electricity schemes, and that the opportunity to discover and live with just nature will become an increasingly

valued asset by tourists.

Carinthia, the third in the trio of High Tauern provinces, is not only home to Austria's highest mountain, the Grossglockner, but also one of Europe's most magnificent natural phenomena, the Festerze glacier. Deep enough in parts to swallow the Eiffel Tower, this nine-kilometre white tongue of cracked, creased and pitted ice plays host to wave upon wave of cars and coaches that bring nearly a million summer visitors. The vast majority just pause briefly to focus a camera; some to take the fanciful for a walk on what is like the curved face of the moon. Just one look across to the vast emptiness of the High Tauern on the far side of the glacier, where a few anti-scale mountaineers tackle the slopes of Grossglockner, and the justification for preserving the wilderness, saying it from the honeypot hordes, is underlined.

Still fewer of the summer throng take the easy but spectacular path along the edge of glacier, passing by a 55 square kilometre preserve of unique Ice Age sandy vegetation where you can see plants only found in Greenland and Spitzbergen. Here you can listen to whistling marmot and see ibex, once shot to extinction but recently re-introduced to stand sentry on the skyline. It is an easy walk to a 2,438 metre mountain hut called the Hofmannshutten. "Four out of five people come just to visit my toilet," declared warden Anneliese Schnell while preparing the evening's first course of pea soup flavoured with great chunks of pigs' knuckle.

"My name is Schnell, or 'fast' in English," she continued, "but today I don't cook so fast. I have hangover. You should have been here last night. Sixty people, including some of those," she said, pointing to the climbers for their overnight stop at the Alders, the Eagles' Nest hut.

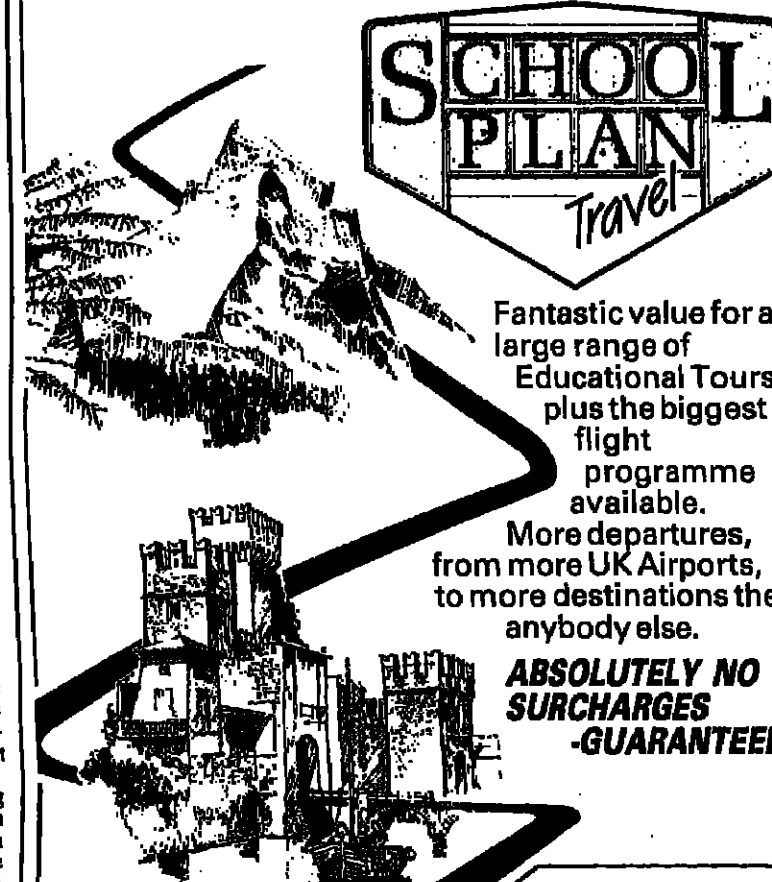
Long favourites of mountaineers, the High Tauern is the home territory of the Austrian Alpine Club who not only own the majority of the mountain huts but also many acres of land. But the National Park is far from being the exclusive territory of the bionic - even several of the huts are accessible without a strenuous climb and there is a labyrinth of spidery trails which are as popular with the post-prime generations as the young and boozey. As Alfred Zindes explained: "The park is not like a piece of cheese under a cloche. It is there for anyone with a good pair of shoes."

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EXTRA

Madrid: defiantly distinctive



High, wide & handsome

A most excellent air, a pleasant site, but the inhabitants are slovenly, and the streets uncleanly kept." So much for Madrid, according to Robert Burton in 1621. But his book was called *Anatomy of Melancholy*. Even he might change his sniffling views if he went back today.

The pleasant site and excellent air are still what they were when Philip II chose to locate his capital in the dead centre of Spain in 1561. Standing more than 2,000 feet above sea level, it is the highest capital in Europe. In spring this means bold blue skies, scudding clouds, bright sun and tempering breezes, giving the lie to the local saying that the climate of Castile is nine months of winter and three months of hell. August, however, is quite another matter, and a third of the city's population decamps to the mountains or the coast, leaving their less fortunate fellows to sweat it out.

The national centre of the city is the Plaza del Sol, a bustling, semi-circular plaza, with the headquarters of the Spanish special security police on the one side and a "Wendy Burger" on the other, and a bus station in between. This is the zero mark, from which all the roads in Spain in theory radiate. Step north from the Puerto and you pass two glittering multi-storey superstores, El Corte Ingles and Galerías Preciados, and emerge on to the Gran Vía, a broad and busy highway, lined with banks and cinemas (the city's most numerous institutions), which transects the central portion of the city.

At the western end of the Gran Vía lies the Plaza de España, with its statues of Don Quixote and Sancho Panza and, nearby, the 2,800-room Royal Palace, almost severely plain outside and riotously rococo within. Just beyond its eastern extremity stands the celebrated fountain and statue of Cybele, and, behind it, the cathedral-like Post Office, an extraordinary ugly building aptly nicknamed "Our Lady of the Telecommunications".

To the east of Cybele lies the 300-acre Retiro, the most celebrated of the city's five parks and the place for a Sunday morning "paseo". If you're not drawn to the sprawling Rastro flea market around the Ribera de Curtidores or the stamp market on the Plaza Mayor.

To the north of the Cybele fountain lies the Plaza de Colón, with a pseudo-Gothic column surrounded by Columbus and a monumental statue of the Virgin Mary.

RICHARD TAMES

of curvilinear concrete blocks, inscribed with visionary couplets and the names of the crewmen of the Pinta, the Nina and the Santa Maria. Nearby the Museo de Cera, a rather inferior Madame Tussaud's, shows tableaux of his conquistador successors, set beside such world historical figures as Kevin Keegan and Lee van Cleef.

To the south of Cybele lies the Prado, built as long ago as 1819 to house the royal collection of paintings. Spanish kings may look to have been none too bright when portrayed by the unforgiving brush of Velázquez or a Goya but when it came to canvases they knew their onions. Charles I's decapitation was Philip IV's opportunity and at the subsequent auction of the martyred monarch's gallery his agents snapped up a goodly portion. The Prado not only boasts Goya in all his moods, capturing alike the ghoulish and the garish and the gauche, but a fine range of Flemish primitives, numerous El Greco and rooms full of Titian and Murillo. Pride of place, however, goes to Velázquez, whom, the local tourist brochure modestly describes as "the greatest painter in the world". His "Maid of Honour" (Las Meninas) is enshrined in a room apart, like Rembrandt's "Night Watch" in Amsterdam's Rijksmuseum, an accolade confirmed by the reluctance of even the most closely guarded groups to be swept briskly along to the next gallery.

The first task for a first time visitor to a great city is to get some sense of its shape and scale. A two to three hour city tour of Madrid by coach costs over 2,000 pesetas. But the buses, like the underground, operate on a single fixed fare. An hour and 20 minutes on the bus marked "Circular" costs 50 pesetas and achieves much the same objective. Slight confusions can arise if your map is slightly out of date. The idea of recent history lap gently but inexorably over the postman's daily round. Of the road loses its designation to Primo de Rivera, an embarrassment in newly democratic Spain, another gains an affiliation to John XXIII, no embarrassment at all in still Catholic Spain. And all around the graffiti artists confound stereotypes of Latin lassitude and give truth to the proverb "Three Spaniards, four opinions".

This newest recruit to NATO and the BEC remains defiantly distinctive in its culture, its conservatism and its style. New buildings and new stands

proclaim a living link with the daughter republics of Latin America. But not even Spain is immune from the great forces that affect us all. "Burger King" challenges "McDonald's". The Hotel Imperial on the Gran Vía boasts a copy of an equestrian portrait of Philip IV in its foyer, but it is owned by Japan Air Lines, and though the train from Atocha station may not have acquired a Japanese sense of punctuality, it is pulled by a Mitsubishi diesel. In the Royal Library, set apart in a special case, is a first edition of Cervantes' masterpiece—presented to King Juan Carlos by the Saudi ambassador.

Easy excursions from Madrid can be made by train or bus. (Note the "Blue Days" when train fares are substantially reduced.) Ávila, city of saints, guarded by splendid medieval walls, lies within two hours. Segovia, with its aqueduct and fairy-tale castle, and neglected Cuenca, lie at much the same distance. El Escorial, Philip II's fantastic palace-cum-monastery-cum-mausoleum, lies less than 60 km away from the city, but 2,000 feet higher up and is therefore, as Auden said, "cold within, like the heart of Philip". From the train you will see the imposing cross, 492 feet high and weighing 181,740 tons, which marks the Valley of the Fallen, where Franco, Primo de Rivera and 40,000 victims of the civil war lie buried in a vast underground basilica, bigger than St Paul's or even St Peter's. As Lorca cogently observed "In Spain the dead are more alive than the dead of any other country in the world." The Valley of the Fallen is supposedly a monument to national reconciliation. Not a single statue, tapestry or plaque, not a single line bears tribute to the Republic.

Toledo, adoptive home of El Greco, immersed by the river Tagus, crouches on a hill-top site, rich in the residues of Muslim art, Jewish scholarship and Christian faith. Here, too, in the carefully reconstructed Alcazar, the memory of that terrible conflict is preserved. In the studiously unloved office of the commandant a recording replays the telephone conversation between Colonel Moscarda and his 16-year-old son, a hostage of the besieging Republicans. Refusing to surrender the fortress the colonel bade the boy to command his soul to God, cry "Viva España" and die like a hero. He did. But the English translation of his last exchange obscures the tenderness beneath the bravado. One can translate Spanish, but Spain

EXTRA

The Loire: from the source to the sea



Downhill most of the way

At, fertile France; the Loire cuts a swathe through 600 miles of it. It is a majestic river, rising in the Massif Central at Mont Gerbier de Junc, 5,500 feet above sea level and less than 100 miles from the Mediterranean.

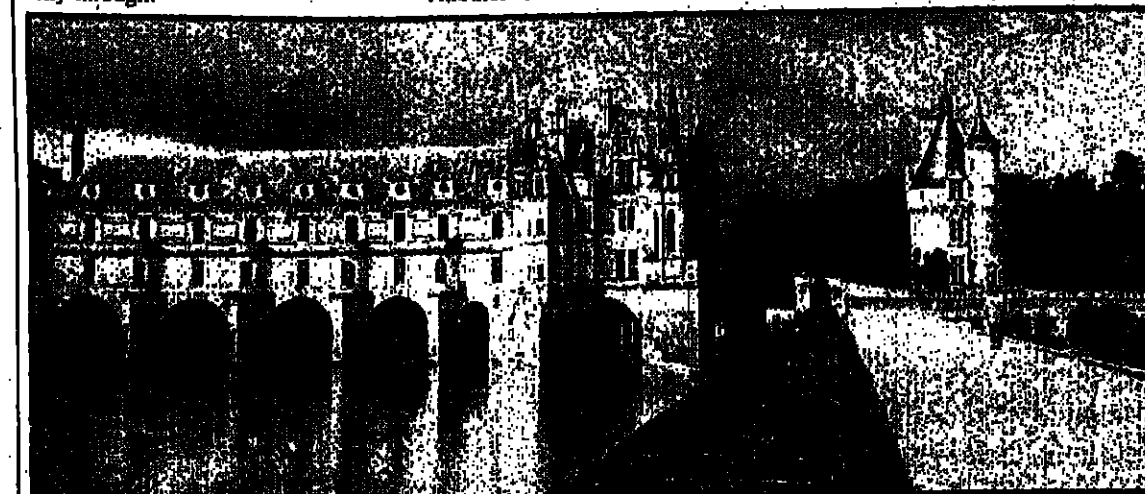
It took three weeks to cycle from the source of the river to its broad mouth at Saint-Nazaire on the Atlantic coast, travelling at a pace that matched its flow and kept us in touch with its changing landscapes. We explored its canals and tributaries, and later its châteaux, perched on its banks and paused by its bridges.

The journey last June started at Langogne, the nearest station to the source of the river. Our bicycles, sent a week earlier from Victoria station, were ready waiting, and within half-an-hour of our arrival—time to fix toe clips, new brake blocks, water bottles and panniers—we were cycling up hill towards the source of the river, 25 miles away, through steep-sided river valleys and sunny pastures carpeted with spring flowers.

Mont Gerbier was a boggy start, but one full of promise. Heady with mountain air we looked forward to a journey that would take us through some of the most beautiful parts of France; and what was more, it was going to be downhill most of the way.

It's more than a 3,000 foot drop from Mont Gerbier to Le Puy, which has the lazy, southern feel of a town that sits in the sun. Here the river widens and ripples over boulders. The road from Reims offers stupendous views across rolling countryside, but it is only at St-Juste that the valley broadens and levels and the mountains are finally left behind. This is the start of the mature Loire, of arched bridges spanning a wide and stately river.

One of the attractions of the stretch between Sancerre and Orléans, where the river, road and canal run close together, is to stop by the locks and watch the huge canal boats inch their way through.



(Top left) The church at Savonnières, near the confluence of the Loire and the Cher; (top right) The bridge at Saint-Nazaire; (above) The château of Chenonceau, on the Cher.

MARY CRUICKSHANK

Between Orléans and Sully-sur-Loire, both towns with handsome châteaux, the *levées*, or flood protection banks, offer mile upon mile of idyllic cycling. Despite awesome warnings, these tarred tracks are perfectly safe, except in fog. Almost deserted of traffic and high above the river, they offer an ideal vantage point from which to watch the swallows skimming over the water and the changing natural history of the river banks.

The days took on a simple routine, in which the pleasure of cycling was only exceeded by the satisfaction of arriving: a shower and change and the first drink of the evening. Then the vital decisions of where and what to eat with mouth-watering local delicacies and delicious wines from the region to choose from: Sancerre, Pouilly-Fumé, Chinon and Muscadet. Exhausted by the fresh air and exercise and replenished by a good meal, we collapsed into bed, unmoved by the strange furnishings and dreadful wallpaper of some of our *logis* rooms.

The Cycle Touring Club's recommended average of 50 miles a day is a good one. The most important thing is to travel lightly. As well as basic tools and a spare tyre and inner wheel (French sizes do not conform to British ones, we discovered to our cost), take a good map. The river always keeps one in the right direction, but the secondary roads are not always well signposted, and these are the ones to look for to enjoy the tranquillity and beauty of the countryside and the constant pleasure of small out-of-the-way villages. As for a guide, Richard Wade's *Companion Guide to the Loire* is invaluable.

Back to our route. We found the beautiful Romanesque abbey at St Benoit, a very worthwhile stop. Another 25 miles or so and we were in

Orléans, a gracious and prosperous city at the northernmost point of the river. From here the Loire flows south-westerly to the sea, through the famous châteaux country and many more opportunities for diversions.

We chose one château a day, preferring to savour the best within our reach, rather than slavishly visit them all. A loop out of Beaugency took us to the edge of the Solange and to Chambord, an architectural extravaganza set in vast parklands with deer and, reputedly, wild boar. The beautiful formal gardens at Villandry shouldn't be missed; and the towns of Blois, Amboise and Chinon all richly repay an overnight stop. As well as the imposing château at Amboise, the smaller Château Clos-Lucé, where Leonardo da Vinci contentedly spent the last 10 years of his life, should be visited both for the beauty of the building and its position overlooking the town and for its fascinating reconstructions of da Vinci's inventions. Chenonceau, of course, is everyone's favourite château, with its elegant gallery astride the rushing waters of the Cher.

Don't be put off by the heavily industrialized outskirts of Tours and Angers. Both towns have charming medieval centres as well as other attractions that make it well worth braving the busy roads and city smells: the beautiful and awe-inspiring Gothic cathedral in Tours, for example, and the tapestries at Angers.

It was a long haul into Nantes with strong headwinds from the sea. From Nantes to Saint-Nazaire the Loire changes from broad river to estuary with lovely marshlands and small fishing villages. A spectacular suspension bridge at Saint-Nazaire is the last crossing point before the river merges with the sea. Half way across its magnificent span we looked back up stream, past the oil refineries and shipyards of a busy sea-port. The Loire of the "garden of France" and the clear mountain stream of the Auvergne seemed a very long way away.

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Splendid Exmoor

FRANCIS KELLAWAY

It is not all Lorna Doone and cream teas. Neither is it the unalloyed peaceful retreat that some advertisements claim in the hope of attracting escapists from toil and bustle, harassment and vandalism.

It is, briefly, one of the smallest of Britain's National Parks, sited in North Devon and West Somerset, under the authority of a committee representative of county councillors from the two administrative areas and of others with special interests who are appointed by the Secretary of the Department of the Environment.

Designated as a National Park in 1954, Exmoor covers some 265 square miles of which, 30 years ago, about one-third was moorland - which at once introduces a major controversy permanently raging among the local inhabitants, yet leaving the vast majority of visitors completely unconcerned. The conflict is between farmers and conservationists. Each year some hundreds of acres of uncultivated moorland have been ploughed for agricultural development. Of the nearly 100 square miles that existed in 1954 only about two-thirds now remain in the wild state.

The farming community (with powerful spokesmen in the National Farmers' Union and the County Land Owners' Association) believes the local moorland is not lost as a part of Exmoor, but that their improvements represent a gain in value and an enhancement of the nation's assets. Ploughing and fencing certainly continue, and government subsidies encourage many of the operations.

So are the changes reclamation or vandalism? Open spaces undoubtedly are lost and with them some species of plants and other wild life. But the farmers of Exmoor, whose living is dependent upon maximum production, do not accept that tourists have any prior right to the use of land even when it is part of a designated National Park. Moreover, almost all the open moorland is privately owned (with some under the control of local councils or the National Trust) so that unrestricted access by the public is largely the result of goodwill on the part of the owners.

The arguments will rage. But they barely touch the general run of tourists, and so do not affect in any way the intentions of their visit. Those physically able enough can take un-

limited walks, and climb the highlands. Dunkley Beacon tops 1,700 feet and several other viewpoints are only 100 feet or so lower. The plateau of the moor is interspersed by streams and rivers (the Exe and the Barle are the most prominent), and there is a coastline, nearly 30 miles in extent, fronting the Bristol Channel.

Minhead, the largest town in the area, is not in fact within the Park boundary but its abundance of hotels, guest houses, caravan parks (and a Butlins "camp") provides for the majority of visitors coming to the district. The normal population of Minhead is around 9,000 though in high season it nearly trebles, while the non-gregarious press of humanity makes the growth seem much greater. The only other sizeable (around 2,000 inhabitants) townships are Combe Martin and Lynton with Lymington. But there are literally scores of attractive villages, and hamlets, all catering for visitors and many with facilities for recreational activities.

These recreations include one which carries even greater differences of opinion than does the issue of preservation of open spaces. Hunting is a way of life, an essential concomitant of the year's round for many on Exmoor, whether they are riders, foot-followers or appreciative onlookers drawn to

what is unquestionably a remarkable spectacle. But to the members of the League against Cruel Sports, and to a majority of objective humanitarians, the practice of hunting is barbaric and degrading. The arguments are lengthy and complex. Would the famous red deer of Exmoor survive if hunting were stopped? Do the harts, by judicious culling of the weaker animals, preserve the species? Would shooting by poachers or by farmers (for the deer are destructive of crops and are currently tolerated because the agriculturalists obtain benefits from the hunts) be so widespread that numbers might dwindle to an ultimate zero? Are the accusations of cruelty to the animals justified? Is hunting truly a sport?

Despite the protests and the frequent demonstrations at meets (often involving violence by the hunters, and their opponents) the hunts remain a major feature of Exmoor life. Hundreds of visitors come, with their horses, to stay at the moorland hotels. The uninitiated may be intrigued to learn that this is one of the few areas where hotel charges are higher in October and November than in the normal summer peak holiday period. Stabling and livery are widely available, as are horses for hire for those wishing to indulge in fox-hunting or stag-hunting.

Splendour is indeed an apt word to which to encapsulate the appeal of Exmoor. The deeply wooded valleys with their sparkling waters, the fern and fauna, the unexpectedly mild climate, and the proximity of the sea, combine to make this a tourist area par excellence. Above all, the scenery is unsurpassed in any part of Britain. Exmoor can be crowded, very crowded, during some months, but those who prefer solitude can find it readily enough.

Ben Nevis is obligingly easy to get to

Up the airy mountain

NICHOLAS HODGES

Will you be going up the Ben? queried the kilt-clad waiter as he put down a plateful of sausage, egg and bacon.

"Ben Nevis?" replied the holidaying salesman. "Well, we thought about walking up today, didn't we, dear?"

The salesman's wife nodded agreement and smiled. "It would be nice to say we'd done it."

It is that is why many people who wouldn't normally dream of walking to the newsgroups down the road walk up Britain's highest mountain: merely to say that they have done it. It's simply one more item on the Fort William tourist round. Visit the museum, take a boat trip on the loch to see the seals, visit the woolen mill - and climb the Ben.

Ben Nevis is obligingly easy to get to. Five minutes' drive from Fort William and you reach the path on the lower slopes. There are at least 300 peaks of over 3,000 feet in Scotland but the Ben is the highest at 4,406 - and unlike most of the others, it must be climbed not far above sea-level: you have to climb at all.

The notice at Achintee Bridge is ignored by all, and the warnings go

unheeded; an average of eight people die on the mountain each year as a result of poor preparation, clothing and/or lack of food and preparation. Many more are injured and have to be helped down.

The lower slopes see a daily army of would-be mountaineers moving slowly over the path of stones and small boulders. There are Danes, Swedes, Germans, Canadians and holiday-makers from all parts of Britain. There are those with tall, heavy packs, shopping bags and portable radios (on one occasion a friendly type waved what was almost certainly a coffee percolator at me). There are those with overcoats and cycle caps, brightly coloured anoraks and capes. There are kids in wellingtons, women in high-heeled shoes and pink trainers, and dogs, too.

And why not? In Fort William's West Highland Museum the photographs and memorabilia are there for all to see. And it surely can't be difficult to walk up the Ben if you can drive to the top. Henry Alexander drove a model T Ford to the summit in 1911 and a model A in 1928. The record belongs to George Simpson, who, on October 6 in the same year, drove up in seven hours and 23 minutes. Motorcycles, too, have been hidden up the Ben, pianos have been pushed up and a tuba has been carried up; there is also an annual race where people actually run up.

Around the turn of the century a weather observatory existed on the summit, but dark patches were used to bring in supplies. A small hotel was built and visitors' books were kept. One of them is on display in the West Highland Museum. On the day they visit the book, in its glass case, they learn that the August 1905 page, which

ing the mountain was obviously as popular then as it is now. A certain Frank Richards from West Ham wrote: "A stifling climb and tit-bit on route well repays effort." W F Munroe of Birmingham walked up the Ben on the same day. He must have missed out on the tit-bits (whatever they were) for his report suggests more than a little disenchantment. "No view and raining hard etc. B cold."

Regardless of weather, Clement Wragge walked up the Ben every day for two successive summers before the took weather recordings which were then compared with readings made in Fort William by his wife at the same time.

By the time the cold waters of the small loch are reached (a third of the way up) a fair number of the less able have turned back. Their reward has been the steep climb along Red Burn and the views over Glen Nevis. More and more of those who head up the path from now on are shod in boots and have a map and compass hidden in their small rucksacks. They walk doggedly on and up as they gaze down at their feet in order to avoid the ankle-turning stones and holes. Ears hurt from the change in altitude and eyes smart from the stream of sweat that runs from perspiring brows.

The going becomes tougher as the path zig-zags up the loch side and the green of the grass makes way for the bare grey stone of the upper reaches. Small knots of walkers are pausing for breath, one drink and something to eat. "Who have 'done the walk' are hurrying down, and loose rocks scurry

away from their feet forming small avalanches.

On a good day when there is no wind and the sky is clear, the views from the summit over Loch Linnhe and Eil can be stupendous. In winter the distant peaks and one feels good, excited and even fulfilled.

But that's a good day. The last thousand feet are, more often than not, shrouded in cold wet cloud. Furious rain and snowstorms lash the peak, even in summer, and the temperature is frequently around freezing point; in winter it can be far below. It is then that snow lies thick and fast and great cornices develop on the north-facing cliffs. A complete white-out is not an unusual occurrence and the wind can tear painfully into exposed flesh at any time.

In these conditions, which can appear as if the mountain is a wall of white, a walk for the experienced - for those with survival skills of the highest order. So is the Ben an easy walk? To be honest, a fit person should have no problems on a bright summer's day, but it is easy to overestimate one's fitness; easy to think that any fool can do it. The throw-away remark that one hears often to Fort William, "One can walk 20 miles without difficulty," is simply not true. "Yes, but how often do you actually do 20 miles?" one is tempted to reply.

That evening the salesman arrived, diffident and nervous, his wife, for the walk had taken six and a half hours and he was "beaten". His wife was in bed, suffering from exhaustion. "It was tougher than we thought it would be," he explained as he eased his smug legs under the table. "Still, we can say we did it, can't we?"

PRIMARY EDUCATION

(continued)

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SECONDARY DEPUTY HEADSHIPS

continued

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
SENACRE SCHOOL
Senacre Road, Maidstone,
Kent ME15 2UT
(11-17) 800 pupils
A mixed 11-18 school
pleasantly situated on the
 outskirts of the County
Town.

Required January 1987, a
well qualified, enthusiastic
and experienced Teacher to
join the Senior Management
Team of five as Deputy Head.
Full details are available
from the Headmaster (for
a.e. or please).

SOUTH KENT AREA
THE NORTH SCHOOL FOR
BOYS
2058 Road, Ashford, Kent
TN24 8AJ
Full 800 Boys, Thameside
Scheme

Required for January 1987,
Deputy Head of Group 10.
It is expected that he/she
will have considerable expe-
rience of curriculum develop-
ment, and will be responsible
for the day to day running
(e.g. of the school) and an active
involvement in the pastoral
organisation. Forms and
further details may be
obtained from the Headmaster
on 01843 511111.

CLOSING DATE 17th
September 1986. 130012
(13482)

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity
Employer

SECOND MASTER/
MISTRESS

BARBON HIGH SCHOOL
Burton Road, Melton
Mowbray LE13 1LA

Headteacher: Mrs R.A.
Groups 5

Roll approx. 400

Required January 1987,
an experienced, enthusiastic
and imaginative teacher to
be Second Master/Mistress
for this developing 11-18
School (11-14).

Further details available
from the school (1342
please).

Closing date: 19th
September 1986. 130012
(13717)

NORFOLK
COUNTY COUNCIL
DEPUTY HEAD
Required for

SHERINGHAM COUNTY
HIGH SCHOOL
(Group 9)

Readvertisement (Previous
applicant considered automatically)

Further details and ap-
plication forms may be
obtained by stamping address
develop to Education Officer,
Education Officer, Educa-
tion Enquiries, Sheringham
Hall, Norwich NR1 5DL.

Closing date for applica-
tions: 19th September
1986. (13715) 130015

NORTH YORKSHIRE
COUNTY COUNCIL
WILTON SCHOOL
Prospect Hill, Witley YO11
1CA

Comprehensive 14-18: Group
10, 800 pupils on roll, 240 in years
6 and 7.

Required on January 1987,
a Deputy Head of Group 10
TEACHER

to take a major role in the
management of a large and
developing school. A signifi-
cant contribution to curri-
culum planning and timetabling
will be expected.

Further details available
from the Principal (for a.e.
or please) to whom applications
should be sent by 29th
September 1986. 130015
(13711)

OXFORDSHIRE
COUNTY COUNCIL
LORD WILLIAMS'S SCHOOL
Oxford Road, Thame OX9 2AQ
(11-18 mixed comprehensive,
1550 pupils, 550 in Sixth
Form)

1. Required for January 1987,
a Deputy Head of Group 10
TEACHER

to take a major role in the
management of a large and
developing school. A signifi-
cant contribution to curri-
culum planning and timetabling
will be expected.

Further details available
from the Principal (for a.e.
or please) to whom applications
should be sent by 29th
September 1986. 130015
(13711)

WARWICKSHIRE
STAFFORD GRAMMAR
SCHOOL
Shirley Road, Stratford-upon-Avon

Applications are invited from
suitably qualified and experi-
enced teachers for the post of
Deputy Head of Group 10,
of this selective
comprehensive school with
approximately 400 pupils on
roll, including sixth form, with
a staff of 100.

Written applications, stating
full curriculum vitae, and
names and addresses of two
references, should be sent to
the Head of the school, Enquiries
Unit, 100, High Street, Stratford-upon-Avon
(CV34 4JF) by 15th September
1986. 130015 (13724)

REDBRIDGE

LOXFORD HIGH SCHOOL
Loxford Lane, Uxbridge, Essex
IG1 2UT

Applications are invited from
suitably qualified and experi-
enced teachers for the post of
Second Deputy Head of Group
10, of this comprehensive
multi-ethnic 11-18 school.

The successful candidate will
have considerable experience
in curriculum develop-
ment, and will be responsible
for the day to day running
(e.g. of the school) and an active
involvement in the pastoral
organisation. Forms and
further details may be
obtained from the Headmaster
on 01843 511111.

CLOSING DATE 17th
September 1986. 130012
(13482)

SOUTH KENT AREA
THE NORTH SCHOOL FOR
BOYS
2058 Road, Ashford, Kent
TN24 8AJ

Full 800 Boys, Thameside
Scheme

Required for January 1987,
Deputy Head of Group 10.
It is expected that he/she
will have considerable expe-
rience of curriculum develop-
ment, and will be responsible
for the day to day running
(e.g. of the school) and an active
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CLOSING DATE 17th
September 1986. 130012
(13482)

WILTSHIRE
THE CORHAM SCHOOL
The Tynningham, Wiltshire
Wiltshire SN1 5DF

Required for January 1987,
a well qualified and experi-
enced teacher to be
SECOND DEPUTY HEAD
of this comprehensive
educational comprehensive
school for pupils aged 11-18
years completing the senior
management team of Head
and Deputy Head (Director
of Studies).

The post is vacant due to the
promotion of the previous
holder to Headship within
another Authority.

Application forms (re-
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Headmaster. 130012
(13441)

**Remedial and Special
Needs Teaching Posts**

Head of Department

CAMBRIDGESHIRE
NORTHERN AREA
SPECIAL NEEDS CO-ORDINATOR FOR
SPECIAL NEEDS (13632)

Required for January 1987,
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Scale 1 Posts

CAMBRIDGESHIRE
EQUAL OPPORTUNITY
EDUCATION DEPARTMENT
ORTON LONGUEVILLE
School, 11-18, 800 pupils
Oundle Road, Orton
Longueville, Peterborough
PE2 0BA

Required for January 1987,
a well qualified and experi-
enced teacher to be
SECOND DEPUTY HEAD
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(a.e. or please) from the
Headmaster. 130012
(13441)

Scale 2 Posts and above

BROMLEY
THE RAMSDEN SCHOOL
Longlands, Hemel Hempstead
Tel: 0462 511111

Required for January 1987,
a well qualified and experi-
enced teacher to be
SECOND DEPUTY HEAD
of this comprehensive
educational comprehensive
school for pupils aged 11-18
years completing the senior
management team of Head
and Deputy Head (Director
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enced teacher to be
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Application forms (re-
turnable by 19th Septem-
ber 1986) and further details
(a.e

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

HEADTEACHERS

Primary

Ilfracombe Infants School

Marlborough Road, Ilfracombe EX34 8JL (Roll 246)
Head Teacher, Group 4 (£12,720-£14,175)
Readvertisement

Required January or April 1987. Application form and further details from Area Education Officer, Civic Centre, 2 North Walk, Barnstaple EX31 1EG (S.A.E. required). Previous applicants automatically considered unless they notify otherwise. Closing date 19th September 1986.

Plymouth, Goosewell Infants School

Goosewell Road, Plymouth, Plymouth PL9 9HA (Roll 246)
Head Teacher, Group 4 (£12,057-£13,437)
Readvertisement

Required January 1987. Further details and application form (S.A.E. 16 x 23 cm required) from Area Education Officer, Civic Centre, Plymouth PL1 2EW. Closing date 19th September 1986.

Bickleigh on Exe C of E (Controlled) (5-9)

First School

Bickleigh, Tiverton EX16 8RE (Roll 77)
Head Teacher Group 2 (£11,438-£12,878)

Required January 1987. Application forms and further details (S.A.E. required) from Area Education Officer, Morwenston, 7 Barnfield Crescent, Exeter EX1 1SU. Closing date 19th September 1986.

Bossley Cross Primary School

Bratton Clovelly, Okehampton EX20 4JH (Roll 45)
Head Teacher, Group 1 (£10,958-£12,195)

Required January 1987. Further details and application form (S.A.E. 16 x 23 cm required) from Area Education Officer, Civic Centre, Plymouth PL1 2EW. Closing date 19th September 1986.

DEPUTY HEADTEACHERS

Secondary

Brixham Community College

Higher Ranscombe Road, Brixham TQ6 9HF. (Roll 678)
Second Master/Mistress Group 9

Required January 1987, a suitably qualified and experienced Second Master/Mistress to join the senior management team. The particular responsibilities of this post will include an oversight of curriculum development and INSET. Closing date 19th September 1986.

DEPUTY HEADTEACHERS

Primary

Plymouth Pennycross Primary School

Arden Grove, Pennycross, Plymouth PL2 3RL. (Roll 152)
Deputy Head Group 4

Required January 1987. Candidates must have wide experience across the primary range and be able to make a significant contribution to curriculum development as well as undertaking responsibility for a major consultancy area. Closing date 19th September 1986.

Torquay, Upton St James (CE) Primary School

St James Road, Upton, Torquay TQ1 4AZ. (Roll 132)
Deputy Head Group 3

Required January 1987. Candidates must have wide experience across the primary range and be able to make a significant contribution to curriculum development as well as undertaking responsibility for a major consultancy area. Closing date 19th September 1986.

Torquay, Upton St James (CE) Primary School

St James Road, Upton, Torquay TQ1 4AZ. (Roll 132)
Deputy Head Group 3

Required January 1987. Candidates must have wide experience across the primary range and be able to make a significant contribution to curriculum development as well as undertaking responsibility for a major consultancy area. Closing date 19th September 1986.

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Exeter St James High School

(12-16 Comprehensive)
Beacon Lane, Exeter EX4 8LZ. (Roll 570).
Scale 1/2 English

Required January 1987. An enthusiastic graduate to join the English Department. For a suitable applicant a Scale 2 second in charge of department responsibility would be available. Closing date 19th September 1986.

Exeter St Peter's C of E (Aided) High School,

(12-16 Comprehensive)
Quarry Lane, Southam, Exeter. (Roll 998).
Scale 1 Religious Education/PSM

Required January 1987, a well-qualified teacher of RE to teach within the 12-16 age range. The person appointed will be expected to teach within the PSM programme in years 4-6. Preference will be given to candidates who are communicant members of the Church of England. Closing date 19th September 1986.

Exeter St Thomas High School (12-16 Comprehensive)

Hatherleigh Road, Exeter EX2 9JU. (Roll 1130)
Scale 2 Physical Education

Required January 1987. The successful candidate will share the organisation and management of the subject and have special responsibility for dance and rhythmic gymnastics. Closing date 22nd September 1986.

Sidmouth (11-18 Comprehensive & Community) College

Primley Road, Sidmouth EX10 9LG. (Roll 854)
(Scale 1 Home Economics)

Required January 1987 to teach Home Economics from Years 1 to 6. An interest in Textiles and Pre-Vocational Education would be welcome. Closing date 19th September 1986.

Tiverton Elmora Middle School (9-13 years)

Cowley Moor Road, Tiverton EX16 6HH. (Roll 159)
Scale 1 General Subjects/Home Economics

Required January 1987, an enthusiastic teacher of general subjects. An ability to co-ordinate Home Economics throughout the school is essential. Closing date 19th September 1986.

Tiverton Heathcoat Middle School (9-13 years)

King Street, Tiverton EX16 5JJ. (Roll 207)
Scale 1 General

Required January 1987 for a class of 10-11 year olds. It is hoped to appoint a teacher who in addition to general class teaching can add to the school's expertise in girls' games and PE and is prepared to develop their skills at using the computer as a teaching aid. Closing date 19th September 1986.

Okehampton School and Community College

Mill Road, Okehampton EX20 1PW. (Roll 1,220)
(i) Scale 2 Religious Education

Required January 1987 to take charge of Religious Education and Social Science Interest in Humanities an advantage. Closing date 19 September 1986.

(ii) Scale 1 English

Required January 1987, teacher of English with some Humanities and Social Sciences. Ability to teach English to A Level an advantage. Closing date 19th September 1986.

Plymouth Egguckland School

Vestcott Close, Egguckland, Plymouth PL6 5YB. (Roll 1,430)
Scale 1/2 Teacher of the Deaf

Required January 1987 to work as part of a team in this recently established secondary unit. Scale 2 available for suitably qualified and experienced teacher. Closing date 19th September 1986.

Tavistock School and Community College

Crownclade Road, Tavistock PL19 8DD. (Roll 1,650)
Scale 4 Head of Glenville House

Required January 1987, a well-qualified and experienced teacher to be Head of Glenville House. Closing date 19th September 1986.

Newton Abbott Bradley Barton Primary School

Ogwell Mill Road, Bradley Valley, Newton Abbott TQ12 1PR. (Roll 211)
Scale 1 Lower Juniors/Mathematics

Required January 1987, an opportunity for a suitably experienced teacher with a strong interest in Mathematics, to develop and lead subject across the full primary range. Closing date 19th September 1986.

Newton Abbott Bradley Barton Primary School

Ogwell Mill Road, Bradley Valley, Newton Abbott TQ12 1PR. (Roll 211)
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High Bickington Primary School

High Bickington, Umberleigh EX37 9AY. (Roll 36).
Scale 1

Required January 1987. Teacher able to take whole infant age range in small rural primary school. Please state curriculum interests. Previous applicants considered on request. Closing date 19th September 1986.

Ilfracombe C of E Junior School

Princess Avenue, Ilfracombe EX34 9LH. (Roll 410)
Scale 3

Required January 1987 if possible, at this large Junior School to fulfil a class teaching role initially with Year 2 children. The post demands an ability to adopt a senior management role and promote curriculum/pastoral responsibilities according to perceived needs. Candidates will be asked to state their interests and strengths in the Primary Curriculum. Closing date 19th September 1986.

Northam St George's C of E (Aided) Infants School

Jackets Lane, Northam EX39 1HT. (Roll 107)
Scale 1

Required January 1987, reception/Middle Infants teacher. Some experience of individualised reading would be an advantage, plus a special interest in science. Closing date 19th September 1986.

Rackenford C of E (Aided) First School

Rackenford, Tiverton EX16 8DU. (Roll 41)
Scale 1 Infants

Required January 1987. Candidates should have an interest in Music and be able to offer science or art, committed Christian preferred. Closing date 19th September 1986.

South Molton Infants School

New Road, South Molton EX36 4BH. (Roll 133)
Scale 1

Required January 1987, a reception class teacher; interest in Music an advantage. Closing date 19th September 1986.

Bovey Tracey Primary School

Abbey Road, Bovey Tracey TQ13 9HZ. (Roll 152)
Scale 1 General

Required January 1987, teacher of infants. Closing date 19th September 1986.

Brixham Eden Park Infants School

Drew Street, Brixham TQ6 9LA. (Roll 301)
Scale 1

Required January 1987, for reception infants, Music essential. Closing date 19th September 1986.

Dartmouth St John The Baptist RC Primary School

Milton Lane, Dartmouth TQ6 9HW. (Roll 58)
Scale 1 General

Required January 1987 for lower/middle Juniors, an enthusiastic teacher for this small and caring Catholic Primary School. Previous applicants need not reapply. Closing date 19th September 1986.

Harbertonford C of E Primary School

Harbertonford, Totnes TQ9 7TA. (Roll 120)
Scale 1 Juniors

Required January 1987. An interest in boys' games and/or science an advantage. Closing date 19th September 1986.

Newton Abbot Bearn's Primary School

Queen Street, Newton Abbot TQ12 2AU. (Roll 52)
Scale 1

Required January 1987 for infants. Music an advantage. Closing date 19th September 1986.

Newton Abbott Bradley Barton Primary School

Ogwell Mill Road, Bradley Valley, Newton Abbott TQ12 1PR. (Roll 211)
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Scale 1 Posts

BERKSHIRE

SLough & ETON CE

SECONDARY SCHOOL
Kingsmead Road, Slough SL1 2PL
Required for September, a Teacher of Craft and Technology to join a forward looking department of 3 in a pleasant, well equipped complex.
Closing date: 22nd September.
An Equal Opportunity Employer. (13148) 132122

High Bickington Primary School

High Bickington, Umberleigh EX37 9AY. (Roll 36).
Scale 1

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Newton Abbott Bradley Barton Primary School

Ogwell Mill Road, Bradley Valley, Newton Abbott TQ1

PREPARATORY SCHOOLS

continued

ESSEX

BRENTWOOD

PREPARATORY SCHOOL

Middleton Hall, Brentwood, Essex CM15 8EG

Boarding/Day: 14/15: 230 boys 7-12

RESIDENT TEACHER FOR GENERAL SUBJECTS

Required for January 1987. Salary according to Brentwood scale.

Applications in writing with names, addresses and telephone numbers of three referees to the Headmaster from whom further details may be obtained. (17557) 505624

HERTFORDSHIRE

ROBART PRIORY

PREPARATORY SCHOOL

Electon Road, Watford, Herts. WD25 3RJ

Required immediately. Well qualified teacher for a class of 8-9 year old pupils. Catholic teacher preferred. Salary Scale 1. Burnham plus fringe allowance.

Application by letter with C.V. and names of two referees. (15057) 505624

Appointments in Scotland

GRAMPAN REGIONAL COUNCIL

ASSISTANT ORGANISER - ADULT BASIC EDUCATION

Applicants should preferably hold a qualification in Community Work or Adult Education. This will be either a full-time post or a part-time post (one based in the North of Scotland and one in the South).

The successful candidate(s) will be mainly involved with volunteer tutors and with the Adult Basic Education Scheme in the Region. Will require to provide a full curriculum allowance paid.

Salary Scale £7,887 - £7,980 (award pending).

Application forms and further details from Director of Manpower Services, Grampian Region, Aberdeen AB9 3LU. Closing date 15th September. Ref: 66/86 755. Anonymous service out of hours. (10523) 505687. (15527) 170000

CENTRAL REGIONAL COUNCIL

An Equal Opportunity Employer

EDUCATION DEPARTMENT

PRINCIPAL TEACHER OF MUSIC (2 posts)

Responsibility Payment £800.350

ST. MORGAN HIGH SCHOOL

Stirling

(Tel: Stirling 709621)

Candidates will require to be approved by the Roman Catholic Church Representative.

WALLACE HIGH SCHOOL

Stirling

(Tel: Stirling 621446)

Further details are available from the Rector of the School.

Applications are invited from qualified teachers registered with the General Teaching Council for Scotland.

TEACHERS OF PHYSICS (4 posts)

ALLOA ACADEMY (Tel: Alloa 214979)

LARBERT HIGH SCHOOL (Tel: Larkhall 554533)

LORNSHILL ACADEMY (Tel: Alloa 214251)

STIRLING HIGH SCHOOL (Tel: Stirling 724517)

and

TEACHERS OF MATHEMATICS (1 post)

(Tel: Adviser of Mathematics, Stirling 73111, Ext. 385)

Further details are available from the Rector of the School.

Applications are invited from suitably qualified teachers registered with the General Teaching Council for Scotland.

Application forms are available from the Director of Education, Room 10, 10th Floor, Stirling to whom they should be returned not later than Monday 22nd September 1986. (15448) 170000

DOLLAR ACADEMY

H.M.C. Fully Coeducational

730 In Senior School:

250 Boarders

Teacher of Business Studies

Required from 1st October, 1986, or as soon as possible afterwards, a teacher of Business Subjects to teach especially Accounting and Economics.

Salary: Scottish Teachers' Scale, plus dollar enhancement.

Full details are available from the Rector, Dollar Academy, Dollar, Clackmannanshire, FK14 7DU, to whom application should be made by letter, with full C.V. and the names of two referees, by 16th September.

THE HIGH SCHOOL OF GLASGOW

(H.M.C. Independent Co-educational)

HEAD OF ART DEPARTMENT

required. The subject is taught at all levels throughout the School and the successful applicant will be eager to participate in the current changes in the Art curriculum.

Applications by Friday, 19th September, with curriculum vitae and the names of two referees, to the Rector, The High School of Glasgow, 637, Crow Road, Glasgow, G13 1PL, from whom further details are available.

Colleges of Further Education

Directors, Principals and Vice Principals

CHESHIRE

EDUCATION COMMITTEE

CHESHIRE COLLEGE OF AGRICULTURE

Rushmore, Nantwich, Cheshire CW5 6DF

PRINCIPAL

Required for January 1987 or as soon as possible thereafter. 10-14. £20,874 - £22,884.

Further details and application forms are obtainable from and returnable to the District Education Officer, Delamare House, Delamare Street, Crewe, Cheshire CW2 1TL. Tel: 02870 583177 by 22nd September 1986. (12197) 220016

GLOUCESTERSHIRE

COUNTY COUNCIL

Please see display ad for Royal Forest of Dean College under Further Education.

HEADS OF DEPARTMENT

(15520) 220016

DURHAM

COUNTY COUNCIL

DURHAM COLLEGE OF TECHNOLOGY

HEAD OF DEPARTMENT OF ENGINEERING

(£18,174 to £20,181)

Applicants should be academically well qualified, with up to date further education and industrial experience.

Application forms and further details are available from the Director of Education, County Hall, Durham DH1 1JL on receipt of a stamped addressed envelope. The closing date for receipt of applications is Friday 19th September, 1986. (15520) 220016

LEICESTERSHIRE

HINCKLEY COLLEGE OF FURTHER EDUCATION

London Road, Hinckley, Leics. LE10 1HQ.

PRINCIPAL

Burnham Group 4

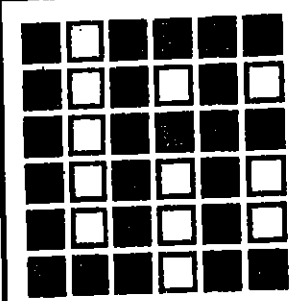
Applications are invited for the above post which becomes vacant on 1st January 1987 upon the appointment of the present postholder to a large college in the north of England.

Applicants must be well qualified and be able to lead with enthusiasm and develop the wide range of initiatives presently in hand both within traditional FE and the Community.

Further particulars and application forms (please enclose a S.A.E.) for Director of Education (Ref. FE/BJB), County Hall, Glenfield, Leicester LE3 8RF.

Closing date: 19th September 1986.

EQUAL OPPORTUNITIES POLICY: Applications are welcome from people regardless of their race, colour, sex, marital status or disability. Disabled applicants will be given special consideration and will be supported by a recognised agency e.g. x 0 11 0.



Lothian Region Colleges of Further Education

STEVENSON

(Second Advertisement)

PRINCIPAL

SALARY Group B - £26,240

Stevenson College of Further Education, provides a large and comprehensive range of full time and part time courses/programmes. This vacancy arises on 1st February 1987 on the retirement of Principal D. Dick OBE.

Applicants for this post must hold good academic and professional qualifications and have successful experience at a senior level in the Education Service. In addition, the ability, enthusiasm and drive to lead and develop this major College and collaborate with other Regional Colleges, industry and schools, will be required.

Any applicant wishing initial discussion about the post may contact Mr J. W. Sellers, Assistant Director (Tertiary) 031 229 9166, Ext. 2152.

Application forms and further particulars from:

Head of Personnel, Department of Education, Lothian Regional Council, 40 Torphichen Street, Edinburgh EH3 8JJ. Telephone 031 229 9166 Ext. 2260 to whom completed forms should be returned by Friday 19th September, 1986.

Lothian Regional Council is an Equal Opportunities Employer and will prevent discrimination particularly on the grounds of sex, marital status, disability, race, colour, religion, sexual orientation, nationality or ethnic origin. (10162)

PLEASEMENTION THE T.E.S. WHEN REPLYING TO ADVERTISEMENTS

HULL COLLEGE OF FURTHER EDUCATION

(GROUP 7)

PRINCIPAL

(1.1.87)

Salary Range £24,516 - £25,635

As part of the major reorganisation of educational arrangements in Hull, including the provision of two sixth form colleges, the College of Further Education is to acquire two additional major sites on which it will offer community facilities in addition to strengthening its major commitment to developing further education and training programmes.

The new Principal will be involved in planning and developing the extended provision in co-operation with partners in the school and post compulsory services in Hull and other parts of North Humberside.

The demands and the opportunities will be great and applications are invited from experienced candidates with a strong commitment to the development of a responsive and high quality post school provision.

Application Forms and Further Particulars are available, upon receipt of a stamped addressed envelope, from the DIRECTOR OF EDUCATION, EDUCATION DEPARTMENT, COUNTY HALL, BEVERLEY, NTH. HUMBERSIDE, HU17 9BA.

To whom completed applications should be returned not later than 11th September. This is not a re-advertisement, original closing date is now extended.

Humberside County Council is an Equal Opportunities employer.



HUMBERSIDE COUNTY COUNCIL



Pershore College of Horticulture

Invites applications from suitably qualified and experienced horticulturists for the two senior posts:

a) VICE PRINCIPAL salary £15,609 - £17,184

Housing may be provided - in return for specified duties and responsibilities

b) HEAD OF HORTICULTURE salary £13,929 - £15,609 (subject to review)

A unique opportunity to join the senior management team of a progressive college.

Further details and forms from the Principal, Pershore College of Horticulture, Avonbank, Pershore, Worcs. WR10 3JP - to be returned by 30th September 1986. Tel: (0246) 592443

COLLEGES OF FURTHER EDUCATION

continued

HAMPSHIRE

REDBRIDGE COMMUNITY SCHOOL

Cuckmere Lane, Southampton SO9 6LN

(15-16 Comprehensive NOR 680)

Required January 1987 Deputy Head (Community) Scale Burnham F.S. Head of Department Group 2. A well qualified and experienced teacher to join the school's senior management team and to act as a mentor through the Head for the community activities on the campus.

Further details and application forms from the Head-teacher. Closing date for receipt of applications 30th September 1986. (12234) 220016

LEICESTERSHIRE

COUNTY COUNCIL

An Equal Opportunity Employer

CHARLES KRENE

COLLEGE OF FURTHER EDUCATION

Painter Street, Leicester LE1 3WA

HEAD OF DEPARTMENT OF RECREATION STUDIES (GRADE IV)

Applications are invited for the post of Head of Department of Community and Recreation Studies with effect from 1st January, 1987.

An application form and further details may be obtained from the Principal, on an internal or external basis.

Closing date is Tuesday 30th September, 1986. (15597) 220016

Other Appointments

CHESHIRE

MID-CHESHIRE COLLEGE OF FURTHER EDUCATION

SENIOR LECTURER IN MATHEMATICS

To teach Mathematics up to A Level standard and to co-ordinate the subject across the college.

The successful candidate will be required to teach all the subject areas up to A Level standard and to co-ordinate the subject across the college.

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AVON COUNTY

THE TERTIARY-MARE COLLEGE OF FURTHER EDUCATION

Required as soon as possible. LECTURER IN BUSINESS STUDIES

Required as soon as possible. LECTURER IN BUSINESS STUDIES

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CENTRAL REGIONAL COUNCIL

An Equal Opportunities Employer
FALKIRK COLLEGE OF TECHNOLOGY

Lecturing Posts

(a) Applications are invited for the following post from experienced full-time lecturers who hold a recognised teaching qualification.

1. SENIOR LECTURER II - BUSINESS STUDIES

Applicants should have an appropriate Degree or equivalent qualification, relevant commercial, teaching and administrative experience, and hold a teaching qualification. The successful applicant will be required to teach a range of National Certificate Modules. Preference will be given to candidates capable of teaching Law and Insurance, Public Administration and Housing Administration.

(b) Applications are invited for the following posts from persons who have a strong commitment to the personal and educational needs of young persons. Previous full-time teaching is desirable and, where necessary, an opportunity will be given to the persons appointed to undertake study for a Teaching Qualification (Further Education) on an in-service basis.

2. LECTURER A - ELECTRICAL & ELECTRONIC ENGINEERING

(Re-Advertisement)

Applicants should have a Degree in Electrical/Electronic Engineering or equivalent and have sound practical ability and industrial experience in Microcomputer Applications and Digital Electronics. The post will involve teaching at Degree, Higher Diploma and Higher Certificate levels.

3. LECTURER A - COMPUTER STUDIES

Applicants should hold a Degree, preferably at Honours level, in Computer Science or an equivalent qualification, and have gained relevant industrial or commercial experience. The post involves teaching a variety of Computing topics in a range of courses up to HND level. The ability to teach some Mathematics could be an advantage.

4. LECTURER B - SECRETARIAL STUDIES/OFFICE PRACTICE

(2 posts)

Applicants should have at least a Higher Certificate or equivalent qualification and appropriate commercial experience. The successful candidates will be required to teach a range of National Certificate Modules in the Secretarial/Office Skills areas. Preference will be given to candidates who have experience in Word Processing and modern office systems.

5. LECTURER B - CARPENTRY & JOINERY

Applicants should hold a City & Guilds Advanced Craft Carpentry & Joinery and full Technological Certificate and be a three-served tradesman. The successful applicant will be required to teach Timber Trades and related subjects in a range of C & G and Modular programmes.

Salary Scales
Senior Lecturer II £11,676-£13,710
Lecturer A £9,321-£13,710 (bar) - £14,718
Lecturer B £8,574-£11,676

Placing will be given for appropriate industrial and full-time teaching experience.

Further details and application forms for these posts can be obtained from: Director of Education (Room 211), Central Regional Council, Viewforth, Stirling FK8 2ET. Tel: (0786) 73111, ext. 402.

Completed application forms should be returned to: The Principal, Falkirk College of Technology, Grangemouth Road, Falkirk FK2 9AD. Tel: (0324) 24981.

COLLEGES OF FURTHER EDUCATION continued

BRISTOL

THE FURTHER EDUCATION

STAFF COLLEGE

THE RESPONSIVE COLLEGE

PROGRAMME

COORDINATOR

Salary Scale £8,574-£11,676

Applications are invited for the following post from experienced full-time lecturers who hold a recognised teaching qualification.

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Applicants should have an appropriate Degree or equivalent qualification, relevant commercial, teaching and administrative experience, and hold a teaching qualification. The successful applicant will be required to teach a range of National Certificate Modules. Preference will be given to candidates capable of teaching Law and Insurance, Public Administration and Housing Administration.

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4. LECTURER B - SECRETARIAL STUDIES/OFFICE PRACTICE

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EAST SUSSEX

LEWES TECHNICAL COLLEGE

Department of Engineering, Science and Construction

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Applicants should have an appropriate Degree or equivalent qualification, relevant commercial, teaching and administrative experience, and hold a teaching qualification. The successful applicant will be required to teach a range of National Certificate Modules. Preference will be given to candidates capable of teaching Law and Insurance, Public Administration and Housing Administration.

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4. LECTURER B - SECRETARIAL STUDIES/OFFICE PRACTICE

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Tayside Regional Council

FURTHER EDUCATION

DUNDEE COLLEGE OF FURTHER EDUCATION

LECTURER A IN ACCOUNTANCY

(Salary Scale £9,321-£14,718)

The successful candidate will be expected to teach on courses including the final professional examinations of the ACCA and SCOTVEC courses. There is a requirement for a qualification in either Financial Accounting, Management Information Systems or Auditing.

LECTURER A IN LAW

(Salary Scale £9,321 - £14,718)

The successful candidate will be required to teach HND students Business Law and Administrative Law, and should also be prepared to teach Law to students on NC modular courses.

Candidates should have a Law degree, and preferably some experience either of practising or teaching Law.

Application form and further information are available from the Principal, Dundee College of Further Education, 100 Glamis Road, Dundee, to whom completed forms should be returned not later than FRIDAY, 19 SEPTEMBER 1986.

TAYSIDE REGIONAL COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER

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COLLEGES OF FURTHER EDUCATION

continued

WILTSHIRE

CHIPPENHAM TECHNICAL COLLEGE
Cuckinbury Road, Chippenhams, Wilt. NN15 3QJ

Required from January 1987, a temporary Lecturer in Journalism and Radio to cover for the maternity leave of a permanent member of staff. The appointee will play a major role in running the College's full-time course in Journalism and Radio.

Candidates should have had training in Journalism, some knowledge of Radio, and be able to contribute towards the teaching of "A" level Communications.

Further details and application forms available from the Clerk to the Governors at the College (S.A. please). 280026 (12236)

BOURNEMOUTH & POOLE COLLEGE OF



ACADEMIC STAFF VACANCIES: FULL AND PART-TIME POSTS

Applications from suitably qualified and experienced designers are requested for the full-time permanent appointments detailed below.

Principal Lecturer in Industrial Design
Co-ordinator of proposed Higher National Diploma and National Diploma Courses validated by BTEC in the subject area of Industrial Design.

Senior Lecturer in Spatial Design
(Exhibition Design, Interior Design, TV Set Design)
To fulfil the role as Year Tutor for the First Year Higher National Diploma in Spatial Design.

Lecturer in Natural History Illustration
To assist in teaching the students enrolled upon BTEC National Diploma and Higher National Diploma courses in the subject of Natural History Illustration.

Lecturer in Computer Aided Art and Design
To become a member of an existing team concerned with all aspects of teaching Computer Aided Art and Design on vocational courses and in-Service Training courses.

In addition to the above full-time posts, the College seeks to appoint additional part-time staff. Applications are invited for the posts set out below.

Part-time Lecturer in Two-Dimensional Design and Graphic Design
to teach students enrolled upon Foundation and General Art and Design Courses.

Part-time Lecturer in Art & Design History
to teach on BTEC validated National Diploma and Higher National Diploma Courses.

Part-time Lecturer in Graphic Design
to teach on BTEC validated National Diploma and Higher National Diploma Courses.

Part-time Lecturer in Illustration
to teach at BTEC Higher National Diploma level.

Part-time Lecturer in Print Technology
to teach at BTEC Higher National Diploma level.

Part-time Lecturer in Art Direction Studies
to teach at BTEC Higher National Diploma level.

Part-time Lecturer in Copywriting Studies
to teach at BTEC Higher National Diploma level.

Full-time appointments will be tenable from January 1st, 1987. Part-time staff as soon as appointees are available to take up their duties. Closing date for applications, Friday 26th September, 1986. Short-listed candidates will be interviewed during October.

Application forms available from the Principal's Secretary, Bournemouth and Poole College of Art and Design, Walkdown Road, Poole, Dorset, BH12 5JH Telephone (0202) 533011

SOMERSET COUNTY COUNCIL

SOMERSET COLLEGE OF AGRICULTURE AND HORTICULTURE
Cannington, Bridgwater

APPOINTMENT OF VTS CO-ORDINATOR
LECTURER II (2-6)

This is a new post arising from a reorganisation of the management structure of the Somerset and South Avon Youth Training Scheme.

The person appointed will be responsible for the management of all two year VTS programmes, for which the college is a managing agent.

Salary: Lecturer II (2-6) on the Burnham Scale of Salaries for Agricultural Lecturers, currently £18,456 - £24,048.

Further details and application form from the Clerk to the Governors, Somerset College of Agriculture and Horticulture, Cannington, Bridgwater, TA2 6LS. Tel: (0878) 109226. (See footnote please).

Closing date for completed applications is 22nd September 1986. 280026 (15929)

STAFFORDSHIRE

CANNOCK CHASE COLLEGE
LECTURER II IN SECRETARIAL STUDIES

LECTURER IN COOKERY AND LEISURE, LECTURER IN NURSING AND COMMUNITY CARE, DRESSING (3 POSTS)

LECTURER II IN BEAUTY THERAPY

The person appointed will contribute to the initial teacher education programme as required in the Contextual Education or Curriculum area appropriate to the post. The in-service programme of courses in Special Education Needs, including a full-time Ed.(Hons) one-year course and full-time two term courses. Candidates should possess a minimum of four years recent experience in Primary School at a Senior level, a commitment to the integration of children with Special Education Needs in the ordinary school and a good working knowledge of the current statements and processes and assessment practices.

Salary scale: £9,703 - £17,676 inclusive.

Further particulars and application form from the Principal, Cannock Chase Technical College, The Green, Cannock, Staffs. WS11 1UE.

Candidates will be interviewed on the day of the written examination and a good working knowledge of the current statements and processes and assessment practices.

Salary scale: £9,703 - £17,676 inclusive.

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LONDON SE18

THAMES POLYTECHNIC
Incorporating Avery Hill College

SCHOOL OF EDUCATION STUDIES

LECTURER II IN SPECIAL EDUCATION NEEDS
From January 1987

The person appointed will contribute to the initial teacher education programme as required in the Contextual Education or Curriculum area appropriate to the post. The in-service programme of courses in Special Education Needs, including a full-time Ed.(Hons) one-year course and full-time two term courses. Candidates should possess a minimum of four years recent experience in Primary School at a Senior level, a commitment to the integration of children with Special Education Needs in the ordinary school and a good working knowledge of the current statements and processes and assessment practices.

Salary scale: £9,703 - £17,676 inclusive.

Further particulars and application form from the Principal, Thames Polytechnic, Avery Hill, London SE18 6PP.

Candidates will be interviewed on the day of the written examination and a good working knowledge of the current statements and processes and assessment practices.

Salary scale: £9,703 - £17,676 inclusive.

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WELBECK COLLEGE SENIOR MASTER (Mathematics)

Welbeck College, near Worksop in Nottinghamshire, is the Army's highest science college, where 150 boarding students follow a two-year A-level course in preparation for Sandhurst, university and a commission into one of the Army's technical corps.

Applications are invited from those holding a minimum honours degree in the post of Senior Master (Mathematics) which will be available in January 1987. Every student at Welbeck studies Mathematics to 'A' Level, a high proportion studying pure and applied maths as separate subjects. You will have a substantial share of 'double maths'. The College has exceptionally good computing facilities and an interest in computers would be an advantage.

All teachers are required to help with extra curricular activities and preferences will be given to those able to contribute to games or the Combined Cadet Force. Teachers are Welbeck are established civil servants but are members of the Teachers' Superannuation Scheme which is contributory. Your salary will be in accordance with Burnham Primary and Secondary Scale 3a, £16,277, plus a pensionable Boarding School Allowance of £2,617 p.a. Accommodation will be available.

Application forms are obtainable from MOD CM(S) 1d3, Room 865A, St. Christopher House, Southway Street, London SE1 0TD to whom they must be returned by 31 October, 1986 quoting ref AW1700. Those who may wish to discuss the work of the college and further details of the post may do so by telephoning the Principal (0909 476326).

THE CIVIL SERVICE IS AN EQUAL OPPORTUNITIES EMPLOYER

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THE CIVIL SERVICE IS AN EQUAL OPPORTUNITIES EMPLOYER

Fellowships, Studentships and Research Awards

CAMBRIDGE

CONPUS CHRISTI
Cambridge CB2 1RH
Tel: 0223 338000

SCHOOL TEACHER FELLOW COMMONER

Corpus Christi College, Cambridge proposes to elect two Fellow Commoners, each for one term in the academic year 1987/88. He or she will enjoy the privileges of a Fellow (including Free rooms and meals) and will receive an additional payment of £100. It is hoped that the Fellow Commoner will use the term for writing a book or for study.

Applications are invited from those teaching in Sixth Form, Secondary, Grammar, and independent, Secondary Schools.

Application forms may be obtained from Miss Jane Gaskell, the College Secretary, and should be completed and returned to the Secretary by 26 November 1986. (14196) 300000

PRESTON LANCASHIRE POLYTECHNIC

COMPUTING TEACHER

A vacancy exists for a practising secondary school mathematics teacher to be seconded to work on a 3-term project on the use of computers in the mathematics curriculum. The project will be based at the Polytechnic School of Computing and Communications, Preston, Lancashire, PR1 2YU. Closing date: 2nd September, 1986. (13683) 300000

EDUCATION DEPARTMENT

Hertfordshire I.T. Unit, North Herts College, Cambridge Road, Hitchin, Herts SG4 0JD

Adult Education Department Head of Herts I.T. Unit

Senior Lecturer
(£12,615 to £15,873)

The Hertfordshire I.T. Unit has a vacancy for a new Head of Unit (Senior Lecturer Grade) to manage and co-ordinate the work of a multi-racial team providing a range of training and advisory services, for organisations in the public and private sectors, in the field of Race and Equal Opportunities.

Commitment to the principle of racial equality and a thorough awareness of related issues are essential.

The appointment will be made from 1st January 1987.

Further details and application forms from Principal's Secretary, North Herts College, Cambridge Road, Hitchin, Herts. SG4 0JD

Closing date: 19th September 1986.

If you wish to make informal enquiries about the nature of the work, please ring the I.T. Unit on Hitchin 33914. (0174)



Hertfordshire County Council
An Equal Opportunity Employer



PARKS AND RECREATION DEPARTMENT

The City of Stoke-on-Trent is seeking to develop the area of Community Recreation in an innovative and professional manner. A Manpower Services Commission (MPC) funded Community Recreation Development Programme has been introduced during 1985 and considerable progress is being made. The City Council is now seeking to strengthen further this area of work through the appointment of two Officers, initially on a three year fixed term contract. The posts will be within the Parks and Recreation Department and will prove to be both challenging and demanding.

RECREATION OFFICER (ACTIVITY DEVELOPMENT)

Scale: 4/6 (£8,900 - £8,997) Pay Award Pending
This appointment is funded jointly by the City Council and the West Midlands Sports Council. The post is a third tier appointment responsible to the Assistant Director - Recreation. The aim of the position is:

- To develop the use of existing physical resources by extending the scope and nature of use through: community recreation activities, courses, events, participation schemes, holiday activities, recreational activities for the disabled, Recreation Stoke (C.P.) Project and other similar schemes.

Qualifications - Essential

- Proven experience in the field of community activity organisation and development.

Qualifications - Desirable

- Certificate in physical education, youth and community qualification, relevant, recreation based qualifications aimed at activity organisation and development.

COMMUNITY RECREATION ORGANISER

Pay Award Pending

Scale: 3 (£8,234 - £8,756)
This appointment is funded by the City Council. The person appointed is responsible directly to the Recreation Officer (Activity Development). The aim of the position is to develop the use of existing physical resources by extending the scope and nature of use through:

- Encouraging and assisting members of the community in the development of recreational activities, assisting the Recreation Officer (Activity Development) in the organisation of activities, leading a team of Community Recreation Assistants in specific geographical areas of the City.

Qualifications - Essential

- First Aid certificate, a CCPR's Community Sports Leaders Award, proven experience in the field of community organisation and development.

Qualifications - Desirable

- Youth and Community qualification.

Casual user car allowance is payable and applicants must possess a full current driving licence.

For further information/informal discussion please contact Mr. C. N. Evans-Flatt, Assistant Director - Recreation on (0782) 48241, Ext. 588.

Application forms available from Chief Personnel Officer, Town Hall, Stoke-on-Trent, ST4 1HN or telephone 0782-48241, Ext. 481. TO BE RETURNED NO LATER THAN 22nd September, 1986

B.W. TITCHENER
Town Clerk and Chief Executive Officer
This Council is an Equal Opportunity Employer.

City of **STOKE** on-Trent

Youth and Community

continued

Assistant County Youth & Community Services Officer

£15,867-£17,154

due to the promotion of the present post holder a vacancy has occurred in the County Team of the Youth Service based in Maidstone.

You will assist the County Youth Officer in the County's provision of the Youth Service and be specifically responsible for liaison with voluntary Youth Organisations, buildings, administration and documentation. In addition you will assist in the management and delivery of the Community Programme and Youth Training Schemes. Applicants should be qualified teachers or Youth & Community Workers with officer level experience.

For an informal discussion telephone Maidstone 671411 ext. 2485/2512. Further details and application form, returnable by 19 September, from County Education Officer, Springfield, Maidstone ME14 2LJ, telephone Maidstone 671411 ext. 2509. (Ref. C8G/P132c).

(02855)

KENT COUNTY COUNCIL

Community Education Tutor

Burnham FE II

Required with the Central Plymouth Community Education Team, Lipson School, Bernice Terrace, Plymouth PL4 7PG. You will be expected to continue to develop an integrated pattern of provision for young people and adults, working closely with local community groups of the comprehensive school where you will be based. Developing initiatives in family education will be an important part of your work. You should have a wide range of experience in the field of Community Education. Telephone enquiries to Peter Brewer, Area Principal on 860713.

Application form and further details (see please) from the Area Education Officer, Civic Centre, Plymouth. Closing date 19 September 1986.

DEVON

AN EQUAL OPPORTUNITIES EMPLOYER

YOUTH WORKER

Ref No: CML/1430/GO

Salary Scale: JNC 4 (1-5) £10,401-£11,585

Oldbury Court Youth Centre
Deleber Avenue, Oldbury Court, Bristol BS18 2ND

Applicants should be qualified in accordance with JNC conditions of service for Youth and Community Workers/Wardens.

For an informal discussion please contact David Walker, Area Youth Officer, telephone Bristol 671788.

Further details and application form, returnable by 18th September, 1986 from Director of Personnel (Tel: Bristol 288556 - Answered on this number after office hours), PO Box 270, Avon House, The Haymarket, Bristol BS99 7HE.

Please quote reference number.

Community Leisure Department

(17697)

Avon as an Equal Opportunity Employer considers applicants on their merit for the post, regardless of sex, race, disability or sexual orientation.

Avon COUNTY COUNCIL

EDUCATION DEPARTMENT

As part of the emphasis being placed by Richmond on youth and community education services an exciting opportunity has arisen to appoint a person with energy and imagination to the following post:

AREA YOUTH & COMMUNITY WORKER:

(Teddington & Hampton)

£12,087-£13,404 inc. pa. (Pay award pending)

The post is based at Teddington Youth and Community Centre. The worker will be expected to initiate and develop youth and community education programmes on an area basis and will be responsible for the management and development of the centre.

Applicants must have a recognised youth and community qualification together with proven organisational and professional experience.

This is a re-advertisement - previous applicants will be reconsidered.

Form and job description from Non-Teaching Personnel Section, Regal House, London Road, Twickenham TW1 3GB (01-891 7518) returnable by 19th September, 1986.

RICHMOND BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)

HAMPSHIRE

Youth and Community Work Co-ordinator

Salary Scale: Lecturer II (£8,595 to £13,656)

Suitably trained and experienced person required as full-time Co-ordinator of Youth and Community Work in the Central New Forest area, to work as a member of a Community Education team based at Brockenhurst Tertiary College.

Further information and application forms are available from the Head of Community Education, Brockenhurst College, Brockenhurst, Hampshire SO42 7ZE, Telephone: Lymington 23749.

(01727)

The British Schools Montevideo Uruguay

This leading co-educational school for 1,000 pupils seeks the following staff:

Senior School: HEAD OF PE AND GAMES. Suitably qualified, with 5-8 years' experience in large department. Age 30-35, preferably single.

Junior School: UPPER PRIMARY/MIDDLE SCHOOL-TEACHER. For general subjects. Particular interest in English useful.

Terms for renewable 2 year contract include generous local salary indexed to local COL, sterling bonus and gratuity, return passages and accommodation. Income tax free.

For further details and an application form, please contact the Recruitment Department, Gabbittas-Thring Services Ltd, 6-8 Sackville Street, London W1X 2BR. Tel: 01-734 0161.

(01898)

Gabbittas-Thring

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YOUTH & COMMUNITY continued

HAMPSHIRE

THE TERTIARY COLLEGE, Farnham

Farnham and District Institute of Adult Education, Youth and Community Service

Required immediately, a

YOUTH AND COMMUNITY CO-ORDINATOR

To be responsible for a range of youth and community work provision within the Institute.

Salary Scale: Farnham £12,615 - £14,820 p.a.

For further details and an application form, please contact the Recruitment Department, Gabbittas-Thring Services Ltd, 6-8 Sackville Street, London W1X 2BR. Tel: 01-734 0161.

Closing Date: 19th September, 1986. 440000

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MINISTRY OF DEFENCE
SERVICE CHILDREN'S EDUCATION AUTHORITY
Vacancies for Middle and Secondary Teachers
WEST GERMANY, JANUARY 1987

M.I. Music - Curriculum Leader.
Scale 2 - Cheshire Middle School, Bruggen.
The main responsibility is to organise and teach music throughout the school. Organising choir and instrumental groups is also important. Ability to teach in another curriculum area would be a distinct advantage.

S.1. Physics
Scale 1 - Kent School, Hestert.
A physicist is required to teach the subject to GCSE, 'A' level and General Science in Year 1-3. Interest and experience in the application of CAL is essential.

S.2. English and Drama
Scale 1 - Queen's School Rheindahlen.
An experienced teacher required to teach English to both GCSE and 'A' level as well as Drama. The department has a strong tradition of school productions and a willingness to help in this area is desirable.

S.3. CDT
Scale 1 - Gloucester School, Hohme.
There is a vacancy for a teacher committed to the design and problem solving approach of CDT teaching. An ability to teach Graphical Communication to GCSE level is also required. Experience as a group tutor in an active tutorial programme is desirable.

Applications are also invited from teachers of other subjects at any time. Vacancies occur throughout the year in SCEA schools overseas and applications remain under consideration for one year after receipt.

CONDITIONS OF SERVICE

Salary is in accordance with the current Burnham Scales. In addition, the London Area Allowance is payable.
Superannuation normal rights are safeguarded.
Foreign Service Allowance A tax free allowance is payable.
Accommodation is normally provided rent free.
Duration of Engagement Initially for a period of 3 years.

All applicants should offer at least 2 years experience in a UK School and be under 47 years at the start of an engagement.

Request for an application form and further details should be made in writing to:
Service Children's Education Authority,
24 MCD/570 HQ DAED
Court Road, Egham, London SE9 5NR.
(Tel 01-859 2112 Ext 224/206)

The closing date for completed application forms is Monday 22 September 1986.



OVERSEAS POSTS

continued

MALAWI

ST. ANDREW'S
SECONDARY SCHOOL
Blantyre
Applications are invited from suitably qualified persons for the following posts:

HEAD OF HISTORY
Assistant teacher of:
C.D.T.
ENGLISH
INTEGRATED SCIENCE
MATHS
P.E. - GIRLS
PHYSICS

at the above multi-national, multi-racial boarding and day school of 600 plus boys and girls who take CSE, A.E.B. 'O' and 'A' Level examinations.

PRIMARY SCHOOLS
BLANTYRE
Applications are invited from Primary School teachers and single teachers for the above multi-racial, multi-national primary schools. Art, E.S.T. computer and music qualifications and an ability to teach the usual national games an advantage.

All posts include subsidised accommodation, return family passages, children's school and secondary school education, generous 50% tax free gratuity, 3 year contract and end of contract leave pay.

Malawi is a stable, friendly and beautiful country with a healthy climate and good opportunities for recreation.

Applications including full C.V., contact telephone number and details of two referees should be forwarded to: Secretary, Designated Schools Board, P.O. Box 5698, LIMBE, Malawi. From whom full details may be obtained.

Closing Date: 26th September 1986. 460000 (15864)

GERMANY

This is an excellent opportunity for an adaptable and creative EFL/ESOL teacher who enjoys working as part of a team. The successful applicant will join three other Centre teachers working in the Headquarters of an international banking organisation in Düsseldorf.

Ideally, applicants will have experience in:

In-Company Language Training

Intensive and extensive course teaching

Materials writing

Organising and Managing EFL/ESOL courses

Applicants should have a driving licence and a good working knowledge of German. A background in finance will be an advantage.

This post offers an excellent salary of DM 5,500 per month, and other benefits. Current exchange rate DM 5.06 = £1. Initial contract period 1 November 1986 - 31 August 1987.

To receive further information send letter of application and CV to Miss Judith Brooke at The Centre for British Teachers, Quality House, Quality Court, Chancery Lane, London WC2A 1HP (quoting reference TD 2).

(This is an additional post to that advertised in June. Previous applicants will be considered for this post on re-apply). (12356) 460000

SPAIN

EL PLANTIO
INTERNATIONAL SCHOOL
OF VALENCIA
Seeking qualified teacher for 5 year olds for September.
C.V. to Headmistress, c/o 32 Almond Drive, Newport Gwent, (NP23 5JL)

SPAIN

EFL qualified teacher required for school near Madrid. Anna McPherson, 63 Fordwych Road, London NW2 7JL. Tel: 01-450 0876. (12458) 460000

Bahamas Electricity Corporation

Technical Trainer

Up to £21,330 tax-free p.a.

Applicants should possess an HND or equivalent in either electrical or mechanical engineering with a minimum of three years industrial experience in the electricity supply industry. They should also have a technical teacher's certificate in education and relevant teaching/training experience.

The successful candidate will be required to take a normal OND programme of courses to cover City and Guilds 800 ordinary technician diploma course and also City and Guilds basic electrical and mechanical courses numbers 820, 232 and 821. The individual should also have the ability to take courses covering basic craft skills applicable to the electricity supply industry together with extensive practical industrial experience in the electricity supply or similar industry. Engineering qualifications will be advantageous.

Benefits include free economy class air passages and a 15% tax-free gratuity on completion. Closing date for applications is 26th September 1986.

For further details and application form please ring Linda Mitchell on 01-834 3644 extension 4025, or write quoting TX/801/TES.

Crown Agents

The Crown Agents for Overseas Governments & Administrations, Overseas Recruitment Division, 52 Grosvenor Gardens, London SW1W 0AX.

LIMA PERU

Colegio San Silvestre

Headmistress Mrs B. G. Milburn

This leading bilingual girls' school requires the following staff for March 1987:

1. Three Primary teachers to cover age range 7-12.
2. Mathematics to GCE 'O' level. Combined traditional/SMP syllabus.
3. Economics to GCE 'O' level, with History/Geography to lower seniors.
4. Biology to GCE 'O' level.

Candidates should be well qualified and experienced, male or female, single or childless teaching couples.

Salary based on Burnham Scale II for all posts, with overseas supplement and adjustments for local inflation. Three year contracts include return air fares. Interviews in London mid October.

For further details and an application form, please contact Recruitment Department, Gabbitts-Thring Services Ltd., 6-8 Sackville Street, London W1X 2BR. Tel: 01-734 0161. (01720)

Gabbitts-Thring



EDUCATION DEPARTMENT

Assistant Education Officer (Schools)

£13,578 - £14,718

This new post will carry responsibility for work connected with forward planning and the development of resources for schools. Although the postholder will be primarily involved with development and associated with statistics and educational premises, he/she will also be expected to respond to new initiatives with implications for work across the services as a whole. There will be close involvement with the proposed reorganisation of secondary education in the Borough.

Applications are invited from persons with good administrative experience, a professional qualification, and the ability to demonstrate an understanding of current educational issues.

Application forms and further details obtainable from the Director of Education, The Grove, Carshalton, Surrey. Tel: 01-661 6749.

Closing date 22 September 1986. (02236)

LONDON BOROUGH OF
SUTTON

Teachers of Maths, Science, English, Commerce, Home Economics and Special Education.

Cut out for the Third World?

If you're qualified in any of the following subject areas, you could be urgently required to teach in the Third World.

Maths/Science. Secondary school posts in Bhutan, Kenya, Papua New Guinea, Tanzania. Teacher training in Dominica, Sierra Leone, Sudan, Tanzania.

English/Modern Languages. Tertiary level posts in China, Indonesia, the Maldives. Secondary school posts in Kenya, Papua New Guinea, Zimbabwe. Teacher training in China, Tanzania, Thailand.

Commerce and Home Economics. Requests expected from the Maldives, Sierra Leone, Sudan, Tanzania.

Special Education. Teachers of the deaf for Bangladesh, Uganda. Teacher of the mentally handicapped for Malaysia. Teacher of the blind for Papua New Guinea & Thailand.

A professional teaching qualification at the primary or secondary level is required for some posts.

VSO volunteers should be without dependants and willing to work for payments based on local rates. Postings are for two years and most local education authorities should be prepared to consider granting leave of absence.

For details of these and other posts please complete and return.

I'm interested in volunteering. My qualifications/experience are:

Name: _____
Address: _____
City: _____

Check no 313701
VSO also needs budgetary, organisational, community & health workers. Subjects: - and many more.

Post to: Education Unit, International Service, Department of Education, London SW1W 0AX.

(If SAE approved)

OVERSEAS POSTS

continued

SPAIN

Immediate EFL post available in associated schools abroad. Degree plus TEFL qualification essential. Most vacancies are in Spain e.g. Logroño, Huesca, Llerda, Miraflores, (driving licence required) but also exist in Germany (e.g. Essen, Dortmund) and Italy (e.g. Ferrara). All posts involve teaching children/teenagers.
Write with full C.V. to: In-house Teacher Service, c/o Rotton Park Road, Birmingham B16 9JJ. (17978) 460000

SWITZERLAND

International Boarding School requires teacher of English to GCE 'O' level. offer Geography would be also an advantage.
Write: M.K. Whitehead, La Rosey, 180 Rolle, Switzerland. (12143) 460000

TANZANIA

PRIMARY SCHOOL
TEACHERS REQUIRED
ST. CONSTANTINE'S
PILGRIMAGE SCHOOL
Arusha, Tanzania
(International intake, English Medium)
Requires Primary School teachers from mid-September. 3 year contracts, good salaries, accommodation/meal provided.
For immediate interview in London contact: The Headmaster, St. Constantine's Pilgrimage School, c/o Embassy of Greece, 1A Holland Park, London W11 3TP. Tel: 01-737 8045 (9.30 a.m.) from 5th - 18th September.
A full C.V., references and educational qualifications will be required at interview. (15817) 460000

Administration Local Education Authority

CROYDON LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

INSPECTOR FOR INFORMATION TECHNOLOGY

Applications are invited for this post which has been established following the recommendation of the Inspectorate. This post offers an opportunity to develop and well qualified teacher committed to Information Technology as an essential part of the Education for all. The post is available for those new to inspection or for experienced inspectors and advisers seeking a new challenge. Detailed duties are negotiable. Conditions of service are satisfactory and Salary is in the range Head Teacher Group 8-10.

Tenable: 1st January 1987.

Closing date: 10th September 1986.

Further details and application form are available from the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon, CR9 1TP. Tel: 01-760 5550. (15778) 460000

DIRECTORATE OF EDUCATIONAL SERVICES

Careers Service - Careers Officer

SALARY: - Scale 5/6 £8,613 - £10,284 per annum inclusive

Applications are invited from experienced or newly qualified Careers Officers. Salary depending upon training and experience. Ref. ADME/298

BARNET COLLEGE OF FURTHER EDUCATION

Librarian - Learning Resources Unit

SALARY: - Scale 6 £9,672 - £10,284 per annum inclusive

A Chartered Librarian is required to assist in the administration of a Further Education College Library Service across two sites. Duties include day-to-day operation of one site, reader services and cataloguing and classification (Dewey), with the Dynix Automated Library System to be implemented in Autumn 1986. Evening duties during term-time. Experience in academic libraries and experience/interest in automation an advantage.

Closing date 18th September, 1986 Ref. 882/521

Further details and application forms from the Chief Administrative Officer, Barnet College of Further Education, Wood Street, Barnet, Herts. EN5 4AZ. Telephone 01 440 8321.

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES (17864)

barnet
LONDON BOROUGH

General Adviser Posts

Salary: Southbury Group 9/10 (£18,075-£20,786)

Two posts are available in the restructured Advisory Service with responsibilities as follows:

- a) Co-ordination of Pastoral/Whole School Support
- b) Co-ordination of School Review/Teacher Appraisal/Pupil Assessment.

These posts are immediately responsible to the Senior Schools Adviser. We seek successful practitioners, comfortable with the whole range of school educational issues.

Further details and application forms available from the Chief Education Officer (ref: S.T.), Maclefield House, New Road, Oxford OX1 1NA to be returned by 28th September 1986. S.A.E. essential. (17864)

**Oxfordshire
County Council**
AN EQUAL OPPORTUNITY EMPLOYER

University of Petroleum & Minerals

DHAHRAN - SAUDI ARABIA
needs
PHYSICAL EDUCATION SPECIALISTS

Well qualified teachers with additional recognised coaching awards in badminton, basketball, track and field athletics and soccer.

The University offers attractive salary and benefits which are tax-free.

Send resumé with supporting documents to:

Dean of Faculty & Personnel Affairs,
University of Petroleum & Minerals,
Dhahran - 31261, Saudi Arabia.

St. Georges College Buenos Aires, Argentina

This prestigious co-educational boarding school (H.M.C.) for 300+ pupils seeks the following staff for March 1987.

1. HEAD OF GAMES & P.E. The school has a very strong games tradition in rugby, hockey and athletics.
2. TEACHER OF CHEMISTRY throughout the school.
3. TEACHER OF MATHEMATICS throughout the school.
4. TEACHER OF SCIENCE/MATHS any combination of physics, chemistry and mathematics.

All academic teaching is up to G.C.S.E. and I.B. level. All posts involve boarding duties and are open to single or married staff (2 posts may be available to married teaching couples).

Benefits include local salary on school scale, overseas sterling allowance, free accommodation and board, return fares, medical scheme, D.E.S. Superannuation.

For further details and application forms, please contact Recruitment Department, Gabbitts-Thring Services Ltd., 6-8 Sackville Street, Piccadilly, London, W1X 2BR. Tel: 01-734 0161. (02264)

Gabbitts-Thring

TANZANIA INTERNATIONAL SCHOOL OF TANGANYIKA LTD DAR ES SALAAM

REQUIRED FOR OCTOBER 1986:

PRIMARY SCHOOL

CLASSROOM TEACHERS

SECONDARY SCHOOL

P.E. SPECIALIST/HEAD OF SWIMMING

Attractive salary, passages, baggage allowance and housing provided. Singles or teaching couples only.

For further details and an application form, send large SAE to:

The Secretary,
25 Hall Lane,
Merseyside L31 3DY.

Interviews in London in mid-September.

DURHAM COUNTY COUNCIL COUNTY CAREERS OFFICER

Salary: £15,111-£18,194 (Pay Award Pending)

Applications are invited for the post of County Careers Officer which will become vacant in November, 1986.

Candidates should be appropriately qualified and have substantial experience at a very senior level within the Careers Service.

The successful applicant will be responsible to the Director of Education and Assistant Director (Further Education) for the effective discharge of the Service's statutory responsibilities and for all aspects of its administration, policy and planning.

A car user allowance is payable and a car loan scheme is available. A Union Membership Agreement is in operation and applies to this post. Application forms and further details may be obtained from the Director of Education, Education Department (Careers Service), County Hall, Durham DH1 1SL, on receipt of a stamped addressed envelope. The closing date for receipt of applications is Friday, 19th September, 1986. (02220)

**DURHAM
COUNTY COUNCIL
EDUCATION
DEPARTMENT**

EDUCATION DEPARTMENT

Professional Assistant - Schools Professional Assistant - Planning & Development

£11,280 - £12,168

Applications are invited from good honours graduates with teaching experience, as Professional Assistants to work primarily in the areas of Schools and Planning & Development.

As these interesting posts are regarded as an entry point from teaching to Education Administration, they are not likely to be suitable for candidates over the age of 35. Car drivers essential. Relocation expenses payable in approved cases.

If potential candidates would like the opportunity to discuss the work of the Departments and the posts concerned, please contact Mr Nelson on 0273 476400 (ext. 323), for the Schools post and Mr Werdle (ext. 324) for the Planning & Development post.

Application forms and further details from:
The County Education Officer (Ref: PAC), P.O. Box 4, County Hall, LEWES, BN1 1SG

SAE please

Closing date: September 22.

East Sussex is committed to equal opportunity. (00371)



Assistant Education Officer (Special Education)

(Based at Portman House, Bournemouth)

Salary P06: £12,885 - £14,025

Applications are invited for the above post, which is hoped to fill from 1st January 1987.

We are looking for someone with a strong academic background who has taught for some years, who has reached a position of responsibility in a school or college and who now wishes to move into administration. The successful candidate would be expected to stay in the post for three to four years and then seek promotion.

An interest in special education is desirable, but experience in a special school is not essential.

Removal expenses will be paid in approved cases.

Application forms, returnable by 28th September 1986, and further details from County Education Officer (MJO), County Hall, Dorchester, Dorset, DT1 1XL on receipt of a foolscap S.A.E. Please quote Post C00807. (01948)

DORSET

Cheshire Principal Adviser - Primary Soulbury Group 11 £20,787-£22,332

This is a re-advertisement for a post vacant following the retirement of Mr. K. W. Hardcastle. The successful candidate will be responsible for leading a group of six primary colleagues, and for ensuring the highest possible provision of education in primary schools in the County. He/she will also need to exhibit a willingness to think across the primary/secondary phases, and to contribute to the linking of the advisory team as a whole. Previous applications will be reconsidered.

Adviser For Secondary Schools Soulbury Group 9/10 £18,075-£20,766

This post is vacant following the retirement on 31 December of Miss M. J. May. The successful candidate will have wide experience in secondary schools, and will be able to appreciate the needs of other sectors of the service. He/she will have responsibility for the secondary schools in a District of the County, probably Macclesfield. An ability to contribute in an area related to the curriculum or to educational management is essential. These posts are vacant as from 31 December 1988. The Authority is looking for candidates with developed philosophies of education, and the ability to communicate successfully. Experience, enthusiasm, and originality are essential characteristics. Interviews mid-late October.

Application forms and further details from the Director of Education (20/WJC), Cheshire County Council, County Hall, Chester CH1 1SQ. (Tel: 0244-602328). Closing date 19th September 1986. All applicants will be considered on the basis of suitability for the posts, regardless of sex, race, marital status, religion or disability.

Inspector for Careers Educating

£16,173 - £17,583 WEYBRIDGE

To be responsible for advising on Careers Education across the County. There will also be responsibility for general advisory work in a group of schools as a member of an Area Team. Good relevant teaching experience is required. Previous applicants that wish to be re-considered should send a letter as an application.

Application form and details from County Education Officer (NTP) County Hall, Kingston upon Thames, Surrey KT1 2DS Tel: 01-541 8890. Closing date 19 September 1986.

Youth & Community Worker

£10,128 - £11,328 MOLESEY

To be responsible for the Molesey Youth & Community Centre. Their purpose built Centre has a local Management Committee and operates a programme of personal and social education for young people. The work is supported by a team of seasonal youth workers (part-time) and volunteers. The Centre is used by many community groups. You must be enthusiastic, experienced and committed with proven youth work and management skills. A relocation assistance scheme and temporary housing may be available.

Application and further details from Mr Peter Wiles, Senior Youth & Community Officer, North East Area Youth & Community Office, 7 Monument Hill, Weybridge, Surrey, Tel: Weybridge 52811. Closing date 20 September 1986.



Administration L.E.A.

continued

ADVISORY TEACHERS

REQUIRED FOR JANUARY 1987

Art and Design (Scale 4).

Applications are invited for the above post from teachers with appropriate qualifications and experience.

Travel expenses payable.

Re-location allowances payable in appropriate cases.

Primary Education, Scale 4

Required for January, 1987. Applications are invited for the above post from teachers with appropriate qualifications and experience.

Essex is a lively Authority where much is happening on the educational scene, and teachers are encouraged to contribute to our sense of purpose and direction.

Travel expenses payable. Relocation allowances payable in appropriate cases.

Please send foolscap s.a.e. for forms and details for the above posts to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD. Closing date: 19th September, 1986.



Trainee Careers Officer

£8,243 - £7,449 (for Graduates) (Pay award pending)

Applications are invited from candidates over the age of 22 with at least one year's experience of employment for the post of Trainee Careers Officer, to commence at the beginning of December 1988. Candidates who are not Graduates should have considerable experience in suitable employment. The trainee will be seconded on salary plus approved expenses to a full-time course for the Diploma in Career Guidance from January - December 1987, and will be required to sign an undertaking to remain with the Authority for a minimum of two years thereafter.

Application forms and further information are obtainable from the Education Establishment Section, Education Department, P.O. Box 88, Civic Centre, Silver Street, Enfield, Middlesex, EN1 3XQ. Tel: 01-868 6369. Closing Date: 18th September 1986. Please quote reference QGD/631/164.



General Adviser

With special responsibility for mathematics
£19,280-£20,766

This vacancy arises from the promotion of the present holder. Applicants should be familiar with the content of the report of the Cockcroft Inquiry 'Mathematics Counts' and sympathetic to its inherent philosophy. Interest in practical and investigative work and in the new potential of C.C.S.E. would be an advantage as would the ability to demonstrate enthusiasm for particular aspects of mathematics. The post includes a substantial general role involving liaison, responsibilities for a group of schools and participation in secondary advisory team work in the areas of in-service education and general staffing and curriculum matters. Breadth of educational experience; interest and expertise will be sought in the applicants.

Application forms and further details (enclose large S.A.E.) from The Director of Education (PP), Shire Hall, Shire Hall Park, Reading RG2 8XZ. Closing date 22nd September, 1986.

An Equal Opportunity Employer



Suffolk County Council

Education Department

SENIOR ASSISTANT EDUCATION OFFICER (FURTHER EDUCATION & TRAINING)

POST NO. E324 - £16,551 - £17,730
(pay award pending)

Applications are invited for this key post in the Post 16 Division based in the Education Department, County Hall, Ipswich which falls vacant following the promotion of the current postholder. The post will involve major responsibilities for the administration, planning and development of the Authority's further and higher education and training provision, and a wide variety of initiatives in association with the MSC. The post offers considerable opportunity to a candidate with imagination and initiative to contribute to the development of policies and provision in a rapidly changing area of the service. There will also be an opportunity to undertake some work in the wider activities of the division.

Candidates should be graduates, or the equivalent, with sound teaching and management experience.

PROFESSIONAL ASSISTANT

POST NO. E326 - £11,280 - £12,168 per annum
Western Area Education Office, Bury St. Edmunds.

Following the promotion of the present post holder, applications are invited for the post of Professional Assistant in the Western Area Education Office, Bury St. Edmunds.

The Professional Assistant is immediately responsible to the Western Area Education Officer. The principal duties include the administration of the 1980 and 1981 Education Acts, attending governing body meetings and preparing statistics, but there is scope for participation in a wide range of education issues.

Applications are sought from graduates with teaching experience who are sensitive, adaptable and willing to work hard. An essential user car allowance is attached to this post and generous assistance with removal expenses is available.

Application forms and further details for both posts are available from the County Education Officer, St. Andrew House, Ipswich, IP4 1LD. (Please enclose a stamped addressed envelope).

Closing date: 22nd September 1986.

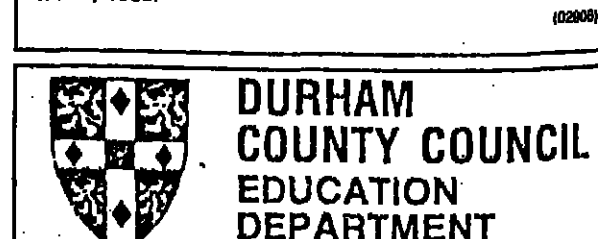
DURHAM COUNTY COUNCIL

Subject Adviser for Mathematics

Applications are invited from well qualified and experienced teachers for the above post. The successful candidate's main responsibilities will be to advise on matters relating to Mathematics Education in all County education establishments. Salary Scale: Soulbury - Headteacher Group 6 - £16,785-£18,273.

Application forms and further details available on receipt of a stamped addressed envelope from the Director of Education, Schools Section, County Hall, Durham DH1 5UJ.

The closing date for the receipt of applications is 19th September, 1986.



Advisers for Special Educational Needs

Soulbury Group 8

The authority has recently appointed a County Adviser for Special Educational Needs and now wishes to make additional appointments from 1st January 1987 to assist with the implementation of its new SEN policy. The new posts will have both general area responsibilities and County-wide special responsibilities. Applicants should be able to offer support in one of these specialities: moderate, severe and specific learning difficulties; speech and language; physical and sensory impairments (to include new technological aids); deaf pupils and those with emotional and behavioural difficulties; 16+ provision.

Applications should be submitted by 19th September 1986 to the County Education Officer (ref DM6/77) Education Department, County Hall, Hartford SG13 8DF, from whom further particulars may be obtained.

(01284)



THE TIMES EDUCATIONAL SUPPLEMENT 5.9.86

Principal Administrative Officer

£11,973-£12,861

For the Branch of the Education Department responsible for the administration of Further Education in the Borough. The main purpose of the job is the day to day management and control of the Branch which includes Student Awards, Youth Service and central administration of the Borough's three colleges, and Adult Education Service.

Experience in Educational Administration, particularly in Further Education and possession of an appropriate qualification would be an advantage, but applicants seeking to enter administration will be considered.

For further information and application form please contact Chief Personnel Officer, Bromley Civic Centre, Rochester Avenue, Bromley, BR1 3UH. Tel 01-290 0324 (24 hour answering service). Please quote reference E56.

Closing date: 19th September, 1986.



Redbridge London Borough

Principal Careers Officer

Grade PO3 £13,578 - £14,718

(inclusive of London Weighting)

1986 Salary Award Pending

Applications are invited for the above post which will become vacant on 30th September 1986 on the retirement of the present holder.

Candidates should be qualified careers officers with experience of management of a local authority careers service at a senior level.

Application forms and further particulars are available from Director of Educational Services, Lynton House, 255-259 High Road, Ilford, Essex IG1 1NN to be returned by 26th September, 1986.

02947

THE SCOTTISH COUNCIL FOR EDUCATIONAL TECHNOLOGY COMPANY SECRETARY

The Governors invite applications from suitably qualified and experienced candidates for the post of Company Secretary which, as a result of the promotion of the present holder, is due to fall vacant on 1st November 1986.

Reporting to the Director of the Council and the Board, the Secretary will be responsible for financial, legal and administrative matters, including personnel and premises management, for all areas of the Council and a number of related organisations, notably the Scottish Film Council.

The Secretary is a senior member of the management team who is expected to advise on, and contribute to, policy making discussions and to take an active part in many of the business activities of the Council. Candidates should possess a qualification in Accountancy or some other appropriate profession and should have gained a breadth of administrative and business experience.

Salary will be paid on the Open Structure Scale 7 (points 5-9), at present from £17,417 to £20,243.

Further information and forms of application may be obtained from the undersigned, to whom completed applications (marked 'Confidential') should be returned by 15th September 1986.

George Paton, Director,
Scottish Council for Educational Technology,
Govanhill, 74 Victoria Crescent Road,
Glasgow, G12 5UN
(Telephone 041-334 8314)

ADMINISTRATION - LEA
continued

GLoucestershire COUNTY COUNCIL AN EQUAL OPPORTUNITIES EMPLOYER

ADVISER FOR PRE-
VOCATIONAL
EDUCATION

Soulbury Group 9
(£16,785 to £18,273)

Gloucestershire welcomes applications for this newly created post, available from 1st January, 1987, in an expanding advisory team. The Authority is involved in a number of national and regional initiatives, including TVET, CPVE, and the South West Profile. Assessment, Research Project, is available for someone with broad experience in the pre-vocational area who, as part of the curriculum, will support schools and colleges in the development of pre-vocational curriculum, modular, courses 14-18, and of profiling.

Candidates should have a good knowledge of current thinking and practice in the 14-18 curriculum and the professional development of teachers.

Application forms and further details available from the Chief Education Officer (NTP), Room 148, Education Department, County Hall, Gloucester GL1 2TF. Tel: Gloucester 455489 (24-hour answering service).

Closing date: 32nd September, 1986. 480000

HUMBERSIDE
COUNTY COUNCIL
HUMBERSIDE EDUCATION
SENIOR ADVISORY OFFICER
(TEACHING)

£14,718 - £15,973 - £10,628 per annum
Staffing Section, County Hall, Beverley

To manage a team of sixteen which provides a central staffing service for approximately 10,000 teaching and lecturing staff in schools and colleges. The main areas of work are the assessment of salaries, the provision of advice on conditions of service and interpretation of the Burnham Report, and power planning and budgeting. The postholder will be responsible for the co-ordination of staffing work which has countywide implications.

A sound knowledge of the Burnham (Primary & Secondary) (F.E.) Reports would be a considerable advantage but the paramount requirement is the ability to lead a team.

To obtain application forms please write enclosing a stamped addressed envelope, to the Director of Education, Humberside County Council, Staffing Section, County Hall, Beverley, North Humberside HU1 1TA.

The Closing Date for receipt of applications is 26th September 1986.

Humberside County Council is an Equal Opportunity Employer. (15505) 480000

02947

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request

Social Services Department

Art Instructor

Salary range £7,395 - £9,471

SOCIAL EDUCATION CENTRE,
LISSON GROVE, NW8

Our centre offers a wide range of facilities for up to 100 clients with a mental handicap, using individual programmes with the student's psychological, educational and social needs in mind.

Applicants should have appropriate qualifications, interest and experience in teaching a range of art skills (including painting, pottery, silkscreen printing and photography) to adults with a mental handicap. You will need to be flexible and to act as a tutor/advocate, involving reviews, reports and record keeping.

For further information contact David Smith, Principal SEC, on 01-788 1501.

For an application form either telephone: 01-834 8868 (24 hour Answerphone service) or call at the One Stop Services floor at City Hall, Victoria Street, SW1 (quoting Ref: 85128). Closing date: 19 September, 1986.

CITY OF WESTMINSTER
an equal opportunity employer



MERTON
LONDON BOROUGH OF
EDUCATION COMMITTEE
OFFICIALS EMPLOYER
Required for January 1987
Two SENIOR INSPECTORS
Salary Band Group 9
Teacher Group 9
plus London Allowance of
£1,000

Applications are invited from well qualified teachers in senior positions in schools who can offer specialist experience in the areas of General Inspector (Humanities) and General Inspector (Special Educational Needs) to join a small, committed and hard-working inspection team. Although the posts will carry substantial specific responsibilities, the LEA is equally interested in appointing candidates who have a broad general knowledge of education covering all areas, the whole curriculum, examinations, and the management and organisation of schools and colleges. Write to the Director of Education and Recreation, London Borough of Merton, Crown House, London Road, Morden, Surrey SM4 5PX for a copy of the job description and particulars. Application forms should be sent to the Director of Education and Recreation, Crown House, London Road, Morden, Surrey SM4 5PX, by 20th September, 1986. (13503) 480000

School Health Service

HAMPSHIRE
SENIOR HEALTH
EDUCATION OFFICER
NORTHAMPTON SCALE 3/4
A temporary term contract for the year ending 31st August 1989.

Write to the Director of Health Education Service and Hampshire LEA, seek a suitably qualified and experienced person for this jointly funded post, to develop and co-ordinate Health Education in schools, colleges and young people over the age of 12 in the Milton Keynes area. Send S.A.E. for Application Form and further details from County Education Officer, Winchester, Hants, SO9 8UJ. (12416) 580000

Miscellaneous

A SALES CAREER with Sun Life of Canada offering an interesting and rewarding future combining security and real opportunity. Full training, unlimited prospects and executive income. Suitable applicants, aged between 22 and 49, can be employed in the area of their choice. Write 01-530 8400 ext. 957 or write Mr. R.J. Colley, 274 Colman Road, London SW1V 5SE. (16419) 660000

ALTERNATIVES FOR
TEACHERS. Employment opportunities in full-time careers in writing and publishing. Teachers in 'V.I.' Careers in Radio, Television, Publishing, Advertising, Journalism, etc. Write to: 22 Hamilton Road, Brixworth, Northampton, NN2 6JL. Tel: 01603 660000 (12581)

SURREY
We require an active person with numerous educational qualifications and experience in areas where the host/postage is or was a teacher and is able to give the French child lessons on an individual basis for 20-30 hours per week during the French school holidays. Please write with reasons why you feel you would be able to do this to: C.I.C., Church Street, Weybridge, Surrey, Middlesex TW20 1JZ. (12150) 660000

SOUTHWARK DIOCESAN BOARD OF EDUCATION CHILDREN'S ADVISER

A suitably qualified person, lay or ordained is required to fill a vacancy in an existing large Diocesan Team with specific responsibility for work with children and their leaders. We seek someone talented, innovative and energetic. Incumbent or Deaconess stipend and housing as appropriate or JNC Scale (Range 4 £10,401-£13,029 p.a. + £1,110 L.A.), according to qualifications and experience.

Further particulars and application form from The Director of Education, Southwark Diocesan Board of Education, 48 Union Street, London SE1 1TD. Telephone: 01-407 7911.

Closing date for application 23rd September, 1986.

THE S.D.B.E. IS AN EQUAL OPPORTUNITIES EMPLOYER

SENIOR TEACHER

Burnham Scale 3 (plus extraneous duties allowance and community homes allowance)

HEATHERCROFT RESOURCE CENTRE

As part of the on-going review of the Social Services Department's resources for children and young people, the role of Heathercroft is developing from that of being a regional resource (i.e. a C.H.E. for adolescent girls with emotional/behavioural problems) into a local centre that will provide the focus for an integrated comprehensive child care service for young people over the age of 12 in the Milton Keynes area. Initially, the Centre will concentrate on assessment work, both residential and community based, emergency admissions, remand admissions and treatment programmes for both boys and girls. The Centre will continue to provide some education on the premises but concentrate on supporting young people in their own local schools.

Following promotion, a vacancy now exists for an experienced, enthusiastic and energetic teacher to join a small team and to assist the Head of Education in the development and efficient running of the educational facility. Applicants must have sound teaching experience coupled with relevant professional and administrative experience. Experience of curriculum development is essential as is commitment to firm and caring structures, re-integration of young people into mainstream provision and the implementation of the Department's policies.

Applications are welcome from Teachers who are not only able to take responsibility for a major curriculum area such as science or C.D.T., but can also offer a wider choice of learning experiences to small groups of young people.

The person appointed should have the ability to work with small groups of adolescents and the skills to plan individual programmes of work. This post is non-residential.

For an informal discussion or further information, please contact Derek Woodward, Head of Education on Milton Keynes 606611.

Application forms and further details are available from the Director of Social Services, County Hall, Aylesbury, Buckinghamshire, HP20 1JZ. Telephone Aylesbury (0296) 38355 (24 hour answering service)

Closing date: 19th Sept. 1986

Interview date: 8th Oct. 1986

An Equal Opportunity Employer



RE-ADVERTISEMENT Required for January 1987

COUNTY UNATTACHED STAFF (MODERN LANGUAGES)

Experienced teacher required to join a team filling long term vacancies. Scale 3 or 4 awarded according to experience.

Travel expenses payable. Re-location allowances payable in appropriate cases.

Please send foolscap S.A.E. for forms and details to:-

County Education Officer, P O Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD

Closing Date September 19, 1986

(02061)



Information Technology Training Manager

Communications Industry North London/Herts Border

The Training Services Department of STC-Telecommunications Ltd is based at New Southgate in pleasant surroundings. It provides a highly professional service to Company employees and customers and to external clients, and is run as a profitable business developing opportunities within and outside the Company.

As part of a planned expansion programme a vacancy has arisen for an Information Technology Training Manager reporting to the Head of Training Services.

The position is a demanding one requiring both technical expertise and highly professional training skills. A good comprehension of telecommunications technology is essential.

In addition to supporting the Company in meeting its product development and engineering objectives the Information Technology Training Manager will be expected to develop other business opportunities both internally and externally. The ideal candidate is likely to be at least 32 years of age with several years experience in Information Technology and Software Training at a senior level or as a senior lecturer in an establishment of higher education.

We are able to offer a very attractive salary and benefits package commensurate with a position of this importance. If you believe you have the necessary qualities to fulfil this demanding role please send your CV to Mrs. M. A. Renouf, STC Telecommunications, Oakleigh Road South, London N11 1HB or telephone for further information on 01-368 1234 ext. 2292.

STC TELECOMMUNICATIONS



MISCELLANEOUS continued

DIOCESE OF BATH AND WELLS

We are seeking to appoint an
ADVISED IN LAY
TITLES

This is a full time post for a man or woman, lay or ordained, to start in 1987.

The successful candidate will be a committed Christian and a member of the Church of England.

For further details and application form write to: The Diocesan Secretary, The Diocesan Office, The Old Deanery, Wells BA5 2UG.

Closing Date for Applications: October 3rd 1986 (12337) 660000

R.A. KITCHEN, L.O.S.M. Teachers' Union & Vols. (15488) 660000

SURREY
We are looking for a teacher able to organize the reception of 25 young French people in families with young people of the same age. 2nd - 3rd. 1987. From 2nd and 15th July. Closing date for applications: 15th July. Send a.p.p. for further details to Mrs. J. B. 00537, Priory House, St John's Lane, ECTM 4BX. (15551) 660000

W. MIDLANDS
Do you want to raise some money for your school? New material available for fundraising projects. Send a.p.p. for further details to Mrs. J. B. 00537, Priory House, St John's Lane, ECTM 4BX. (15551) 660000

PLEASE
MENTION
THE
T.E.S.
when replying
to
advertisements

EDUCATION DEPARTMENT Educational Psychologist

(Salary: Soulbury Scale - £13,053 - £17,148 p.a.)

Applications are invited from fully qualified Educational Psychologists for a full-time post in the Oxfordshire School Psychological Service. The Psychologist will be expected to look at the role of the Service in the further education of the County. In addition, the successful candidate will cover the full range of School Psychological Service team work in a small designated area on a roughly half-time basis. The post will probably be based in North Oxfordshire but applicants should be prepared to work from anywhere in the County.

Interested applicants may contact Ms. C. Walker, School Psychological Service, Banbury, tel. no. Banbury 52968.

Part-time (18½ hrs per week)

Educational Psychologist

(Salary: Soulbury Scale - £13,053 - £17,148 pro rata per annum)

Applications are invited from fully qualified Educational Psychologists to work half-time (18½ hours per week) in the Oxfordshire School Psychological Service.

The applicant would be expected to carry responsibility for the day-to-day work in a designated area and to develop School Psychological Service team work approach.

Further details and application forms for both posts are available by writing to the Chief Education Officer, Oxfordshire County Council, Macleodfield House, New Road, Oxford, OX1 1NA, to whom completed forms should be returned by Friday, 19th September, 1986.

Interested applicants may contact Mrs. K. Blow, School Psychological Service, Abingdon, tel. no. Abingdon 21960.

**Oxfordshire
County Council**
AN EQUAL OPPORTUNITY EMPLOYER

Education Service Temporary half time Educational Psychologist

To work in Luton at the Southern Area Education Office, providing cover for a member of the team seconded half-time to develop a project; initially for one year, with possible extension until March 1988.

Candidates should have an honours degree in Psychology (or equivalent) at least two years' teaching experience, and preferably have completed appropriate post graduate training. Essential user car allowance.

Salary: Soulbury 6.22 pro rata. £10,170 - £17,148 Hours: 18½ hrs per week.

Application form and further details from D. P. J. Browning CBEM, Chief Education Officer, County Hall, Bedford, MK42 8AH, or telephone Bedford 83222, ext. 2168.

Closing date: Monday 15th September 1986.

The Council is an equal opportunity employer, and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community.

**Bedfordshire
COUNTY COUNCIL**

LONDON BOROUGH OF ISLINGTON

Michael Sobell Sports Centre
Coaching Staff

SCHOOLS COACH (Keep Fit)

School Coach (Keep Fit) required for 27 hour week during school terms only.

£2759.40 - £2907.88 per annum according to age and qualifications. You must hold a P.E.A. Certificate in Exercise and Health Studies or appropriate equivalent or have at least one years experience of tutoring a group in either a paid or unpaid capacity and you should be willing to assist with additional coaching activities.

Application forms and further details available from Michael Sobell Sports Centre, Hornsey Road, London N7 7NY. Telephone 01-807 1632 extn 7. Closing date for all applications is 19th September 1986.

Our jobs are open to all races both sexes, lesbians and gay men and we have a positive attitude towards the employment of disabled people.

RSPCA EDUCATION OFFICERS

The Education Department of the RSPCA is expanding its operations and is looking for energetic, highly motivated professionals, educated to degree level, to join its existing team. One Head Office post and three key Field Officer posts are being created to provide back-up for the Education and Technical Departments at the Headquarters.

Head Office Post Horsham based

Junior Membership Co-ordinator to promote junior membership and provide project material and support for volunteer group leaders.

Field Officer Posts

Postholders will be responsible to the Head of the RSPCA Education Department for the promotion of Humane Education within a designated region and will have additional national responsibility in one of the following areas:

1. Curriculum development.
 2. Farm animal welfare.
 3. Ethics in the biological sciences.
- We are particularly looking for applicants living in London, the North West or the East. Consideration will be given to those living elsewhere and unable to move.

All jobs will necessitate U.K. travel. Postholders will be supplied with a car and telephone. Field Officers will be expected either to work from home or provide their own office accommodation. Salaries negotiable within the range £8,985 to £11,304. Contributory Pension Scheme and Life Assurance.

Contact the Personnel Department at RSPCA, The Causeway, Horsham, Sussex RH12 1HG, telephone (0403) 64181, for full details and application forms. Closing date for applications 26th September 1986. (17698)

EUROCENTRES

Applications are invited for the post of

Principal of Cambridge Eurocentre

The present Principal will be retiring in 1987 and there will be a period of preparation before the newly appointed Principal takes up his/her post. Applicants for the post should have considerable standing and experience in EFL. They will have a higher degree in EFL, Linguistics or Education and will have published work in their field.

The successful applicant will have the leadership capacity to — maintain and develop an outstanding and exciting learning environment — encourage and bring out the full potential of staff and students — promote innovation in the teaching of English as a Foreign Language and in the creation of learning materials.

Attractive salary and conditions. Applications to Frank Heyworth, Head of English Schools, Eurocentres UK, 56 Eccleston Square, London, SW1V 1PD, by September 21st 1986. (Readvertisement) (01728)

Redbridge LANGUAGE SUPPORT SERVICE

Required from January 1987, four suitably qualified and experienced English as a Second Language teachers to join the Borough's rapidly developing Language Support Service. Two of the posts are based in Infant schools, one is based in a junior school and the fourth post is peripatetic. Scale 2 posts available for suitable candidates.

Applicants must be qualified teachers, but are not necessarily expected to have specific qualifications in Teaching English as a Second Language. Successful candidates will be expected to attend a relevant course.

Applicants should have an understanding of language development and a commitment to collaborative teaching. The Language Support Service is committed to the formation of whole school policies for teaching bilingual children.

Application forms and further details are available from Carole Edwards, Head of Language Support Service, Teachers' Centre, Melbourn Road, Ilford, Essex IG1 4HT Telephone 01-553 4511 to whom completed forms should be returned by September 22nd.

Peripatetic Posts

**ISLE OF WIGHT
COUNTY COUNCIL
REMEDIAL ADVISORY TEAM
(Education Services)**
Required for September 1986. REMEDIAL TEACHER (Scale 2) to join a well-established remedial team. The successful candidate will be responsible for the diagnosis, testing and remedial work with pupils. The successful candidate will be expected to work in a small designated area on a roughly half-time basis. The post will probably be based in North Oxfordshire but applicants should be prepared to work from anywhere in the County.

Interested applicants may contact Ms. C. Walker, School Psychological Service, Banbury, tel. no. Banbury 52968.

Part-time (18½ hrs per week)

Educational Psychologist
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English as a Foreign Language

BOURNEMOUTH MANAGEMENT INTERNATIONAL

Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs a 4 week intensive course for teachers of English as a foreign language. The course is designed for teachers of English as a foreign language who wish to improve their skills and knowledge of the language.

For details write to: T.T.C., 674 Wimborne Road, Bournemouth, or Tel: (0202) 525337. 700006

**LONDON
TEACHER (SPANISH) with excellent English skills. Full-time post. Tel: 01-474 75714. 700000**

**SURREY
Home Graduate seeks first job as a Teacher in a primary school. Tel: 01-474 75714. 700000**

**SCOTLAND
DIPLOMA
in Local History. Applications and enquiries for both days courses from home or overseas. Tel: 01-474 75714. 700000**

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Appointments Wanted

EXPERIENCED TEACHER

Home Graduate seeks first job as a Teacher in a primary school. Tel: 01-474 75714. 700000

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